DOCUMENT RESUME

ED 193 165 SO 012 925

TITLE Selected Bibliography of Egyptian Educational Materials. Vol. 5, No. 2, 1979.

INSTITUTION Al-Ahram Center for Scientific Translations, Cairo (Egypt).

SPONS AGENCY National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

REPORT NO TT-79-59121/2

PUB DATE 80

NOTE 113p.: Not available from EDRS in paper copy due to poor reproducibility of original document; For a related document, see SO 012 787.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Adult Education; Annotated Bibliographies; Art Education; Books; Childrens Literature; *Comparative Education; *Developing Nations; Disabilities; Economics Education; Educational Administration; Educational Research; Elementary Secondary Education; Higher Education; Mathematics; Nonwestern Civilization; Physical Education; School Libraries; Teacher Education

IDENTIFIERS *Egypt

ABSTRACT

One hundred and forty two books, articles, and government publications dealing with education in Egypt are cited in this annotated bibliography. Items cited were published in 1979 and examine education for all age groups and ability levels. The material is presented under 84 headings including adult education, art education, children's books, economics curricula, educational administration, educational research, faculties and universities, handicapped pupils, leisure time, mathematics, physical education, school libraries, teacher education, and theatrical education. (Author/RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

OCT 22 1980

50

ED193165

SO 012 925

TT. 79-59121/2

SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

Vol. 5 No. 2, 1979

Prepared under the Special Foreign Currency Program of the U. S. Department of Education, and Puplished Pursuant to an Agreement with the National Science Foundation, Washington, D. C. by the Al Ahram Center for Scientific Translations.

Cairo, Egypt.

1980

Ul. 2

CONTENTS

Page

- APTITUDE AND ACCOMPLISHMENT 1
  - Musical Education - Preparatory Schools 1
- ACADEMIC BOOK 1
  - Problems 1
- ADULT EDUCATION 2
  - Curricula 2
  - Influencing Factors 3
  - Self Teaching 4
- AGRICULTURAL EDUCATION 5
  - Curricula's Development 5
- AGRICULTURAL SCHOOLS 6
  - Legislations - Establishment 6
- ART EDUCATION 6
  - Teaching 6
- AZHARI INSTITUTES 7
  - Systems of Teaching 7
- BASIC EDUCATION 7
  - Committee 8
  - Requirements 9
- CHILD PSYCHOLOGY 10
- CHILD UPBRINGING 11
  - Primary Stage 11
  - Spheres 12
- CHILDHOOD 13
  - Care 13
  - Concept - Achievements 13
- CHILDREN'S BOOKS 14
  - Production 15
  - Trends 16
  - Writing 17
- CHILDREN'S CULTURE 18
  - Reports 18
- COMPREHENSIVE LIBRARIES 19
  - Curriculum 19
- DEMOCRACY OF EDUCATION 20
  - General Education - Field Studies 21
  - Schools with one Single Class 22
- DEMOGRAPHIC EDUCATION 23
  - Guides 23
  - Teacher's Guides - Mathematics - Primary Schools 24
- DROPOUTS IN PRIMARY STAGE 24
- ECONOMICS CURRICULA 25
  - Teaching Methods - Commercial Secondary Schools 25

Page

- EDUCATION 26
  - Accomplishments - A.R.E. 26
  - Development 27
  - Impact on Social Peace 30
  - Islamic Personality 30
- EDUCATION AND DEMOCRATIC THOUGHT 31
  - Development 31
- EDUCATION AND DEVELOPMENT 32
  - Developing Countries 32
- EDUCATION AND FAMILY 33
- EDUCATION AND PEACE 35
- EDUCATION AND RELIGION 35
  - Aims 35
- EDUCATION AND SOCIETY 36
- EDUCATION AND TRAINING 38
  - Rural Development Leaders 38
- EDUCATION IN SINAI 39
- EDUCATIONAL ADMINISTRATION 40
  - Assistant Inspectors - Primary Education - Appointments 40
  - Educational Documentation Agency 40
  - Problems 41
- EDUCATIONAL AIMS 42
  - Impact on Curricula 42
- EDUCATIONAL CONFERENCES AND SYMPOSIA 43
  - Guides 43
- EDUCATIONAL INFORMATION AGENCIES IN EGYPT 43
- EDUCATIONAL MUSEUM 44
  - Contents 44
- EDUCATIONAL REFORM 45
- EDUCATIONAL RESEARCH 45
  - Physical Education 45
- EMPLOYEES 46
  - Promotions and Appointment 46
- ENVIRONMENTAL EDUCATION 47
  - Curricula 47
- ERADICATION OF ILLITERACY 48
  - Legislations 49
  - Reports 50
- EVALUATION SYMPOSIA 51
- EXAMINATIONS 52
  - Awness - Causes 52
  - Instructions and Guidelines 52
- EXPATRIATE PUPILS 53
  - Admission 53
- EXPERIMENTAL SCHOOLS 53
  - Establishment 53

Page

- FACULTIES AND UNIVERSITIES 54
  - Aims and Development 55
  - Egyptian Universities - Admission Problems 55
  - Faculties of Medicine - Establishment 56
  - Function 57
  - Higher Education - Faculties of Islamic Art 58
    - Helwan University - Development 58
  - Independence 59
  - Members of Teaching Bodies - Promotions 60
  - Teaching Bodies - Demands 60
    - Organization 61
    - Promotions 62
  - Universities - Educational Television 62
    - Regulations and Legislations 63
    - Regulations and Legislations - Remarks 64
  - University Education - Development 64
    - Post Graduate Studies - Development 66
    - Reform 67
  - The University Guard 67
  - University of Sinai 68
- FREE EDUCATION AND EQUAL OPPORTUNITIES 68
- GENERAL SECONDARY EDUCATION 69
  - Methods of Memorization 69
- THE HANDICAPPED 69
- HANDICAPPED PUPILS 71
  - Care For 71
- ILLITERACY 71
  - Problems 71
- INDUSTRIAL EDUCATION 72
  - Needs 72
- INDUSTRIAL SCHOOLS 73
  - Establishment 73
- INTELLECTUAL EDUCATION 73
- INTERNATIONAL CHILD'S YEAR 74
  - Program 74
  - Studies 75
- LANGUAGE TEACHING 76
  - Psychological Principles 76
- LAWS AND LEGISLATIONS 76
- LEARNING 77
  - Difficulties 78
  - Readings 78
- LEISURE TIME 79
  - Summer Vacations 79
- LIBRARY SERVICE 80
  - Evaluation 80

Page

MATHEMATICS 80
- Evaluation - Secondary Schools 80

MINISTRY OF EDUCATION 81
- Accomplishments - Child's Year 81

MUSICAL EDUCATION AND PSYCHOLOGY 82
- Teaching Methods 82

NURSERIES 83
- Establishment 83

PARENTS' COUNCILS 83
- Organization 83

PERMANENT EDUCATION 84
- Teachers - Training 84

PERSONNEL 85
- Encouragement Bonuses 85

PHILOSOPHY OF EDUCATION 86

PHYSICAL EDUCATION 87
- Legislations - Fees 87
- Organization of Groups 88
- Physical Fitness 89

POLITICAL EDUCATION 90

PRIMARY EDUCATION 90
- Reform 90

PRIMARY SCHOOL INSPECTORS 91
- Appointment 91

PRIMARY SCHOOL LIBRARIES 92

PRIVATE TUTORING 93

PUPILS 93
- Admission - Language School Nurseries 93

SCHOLARS 94
- Conferences 94

SCHOOL ADMINISTRATION AND FINANCES 94
- Guides 94

SCHOOL CURRICULA 96
- Evaluation 96

SCHOOL LIBRARIES 96
- Selected Books - Primary Schools 98

SECONDARY EDUCATION 98
- Development 98

SOCIAL PSYCHOLOGY 99

STUDENTS 100
- Sports Championships - Treatment 100

TEACHER TRAINING 101
- Curricula of Practical Education 101

TECHNICAL EDUCATION 101
- Curricula - Development 101

THEATRICAL EDUCATION 102
- Roving Theatres 102

YOUTH 103
- Duties 103
- Organizations 104

LIST OF AUTHORS 105

LIST OF SOURCES 108

APTITUDE AND ACCOMPLISHMENT

Musical Education - Preparatory Schools

1. Sadek, Amaal Ahmed Mukhtar, "The Relation between Aptitude and Accomplishment in the Field of Music; A Study in the Interaction of Aptitudes", (Al-'Ilaqah bayn Al-Isti'daad Wal-Tahseel fi Majaal Al-Musiqa; Dirasah fi Tafa'ul Al-Ista'dadaat), "Dirasaat Wa Buhuth", (Studies and Research), Vol. 2, Issue No. 1, (May 1979), pp 31-65.

Following an introduction on the place of aptitudes in modern educational psychology, the writer reviewed earlier writings on this same subject and stated the problem under discussion, then explained her method of research, the tools used in the survey, the sample selected among students of the Faculty of Musical Education and the yardstick used in measuring musical aptitudes and accomplishments.

In the conclusions reached by the writer, she indicated the extent of relationship between aptitudes and accomplishments in the first year preparatory, showing how such relationship diminished in the second and third years.

The writer then interpreted the significance of her conclusions and presented fifteen tables illustrating the averages, measurement deviations and coefficients in the first, second and third years preparatory.

A bibliographical list of Arabic and foreign books consulted by the writer follows.

ACADEMIC BOOK

Problems

2. Soliman, Mona Mohamed, "The Youth Discusses its Problems: The Academic Book", (Al-Shabaab Yunaqish Mashakilahu: Al-Kitaab Al-Jami'i), by Mona Mohamed Soliman and Mohamed 'Abdul Salam, "Al-Shabab Wa-'Ulum Al-Mustaqbal", 2nd year, Issue No. 9, (April 1979), pp 43-45.

Following an introduction on reading and its basic role in helping man solve his problems, the writers emphasized the need of university students to do research work and original writing, especially in subjects having bearing on the problems of Egypt with a view to overcoming them.

The writers analysed the causes which led to the present inflated prices of books, then dealt with the Arabization of university education, pointing to its effect on the educational standard and students.

They also reviewed some ideas aimed at encouraging authors to write academic books, concluding their article with a suggestion purporting that the budget allocated for subscribing in foreign periodicals and scientific books should be incorporated in the budget of the Central Agency for Academic Books.

ADULT EDUCATION

3. Dawoud, 'Aziz Hanna, "Psychology of Adult Education", (Saykolojiyyat Ta'leem Al-Kibaar), in "Psychological and Educational Research and Readings", (Dirasaat Wa-Qiraat Nafsiyyah Wa-Tarbawiyyah), Vol. 2, Cairo, The anglo-Egyptian Bookshop, 1979, pp 91-116.

As an introduction to his research, the writer reviewed the characteristics of contemporary civilization, indicated the extent to which civilization is linked to wealth, prosperity and progress and explained how women are viewed in an advanced society and in a developing country.

He indicated the difference between adult education in advanced and developing countries.

The writer then enumerated the universal considerations related to adult education, showing how the concept of adult education was defined and clarified in the 1972 Conference of Tokyo and indicating the organic relationship between education in general and adult education in particular and employment opportunities.

After elaborating the three basic axes of adult education, the writer elaborated on the need for understanding adult psychology, the methods of organizing and financing adult education, the technology, planning and administration of this type of education and the programmes, systems and evaluation procedures applicable to adult education.

Curricula

4. Qiladah, Fuad Soliman, "Basics of Curricula in Systematic and Adult Education", (Asasiyyat Al-Manahij fil-Ta'leem Al-Nizami Wa-Ta'leem Al-Kibaar), Cairo, Dar Al-Matbu'aat Al-Jadeedah, (1979), 470 pages.

This book is concerned with an analysis of the educational theory in general and the theory of curricula in particular, with an emphasis on curricular planning.

It consists of eight parts. The first part of the book deals with the educational theory, its concepts, definition, functions, inputs and problems. It also deals with the inherent relationships between the educational theory and the philosophy of education and reviews the recent studies and research conducted on the theory, its construction, elements and stages of formulation.

Part 2 deals with and explains the different definitions of curricula.

The third part is devoted to educational aims, their nature and the manner in which they are formulated.

Part 4 deals with the levels of curriculum construction and planning and reviews the problems involved in setting up curricula and the types of curricular patterns.

The fifth part is concerned with curriculum building, sources of deriving educational aims, formulation of educational aims and selection of the various types of educational experiences.

In the sixth part, the author attempted to review the types of curricula, beginning with the traditional curriculum and ending with the modern and contemporary curricula.

Part 7 deals with the concept, methods, styles, functions and criteria of evaluation.

The eighth and last part is devoted to adult education and its developed concept and to an exemplary curriculum conceived for adult education.

Influencing Factors

5. Abul-Sou'ud, Khairi Hussein, "The Role of Faculties of Agriculture in Informal Rural Adult Education", (Dawr Kulliyyaat Al-Zira'ah fi Ta'leem Al-Kibaar ghair Al-Rasmi Li-Sukkan Al-Reef), Cairo, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1979.

After defining university guidance and explaining the role of university scholars in serving the society, the writer underlined the duties of the universities towards the home, the factory, the farm, the shop and the street.

Dealing with informal education of adults in agricultural spheres, the writer elaborated on the programmes dealing with the techniques of operating and maintaining agricultural equipment, the programmes oriented towards tractor drivers and the programmes aimed at creating technical labour for land reclamation purposes.

Discussing the methods for rationalizing investment in agriculture, the writer stressed the importance of fighting illiteracy, spreading reading and mathematics skills among rural population and linking villagers to the means of production and the State's development requirements. As to the family, being a consumer and producer unit, the writer called for a programme of agricultural guidance aimed at it.

After enumerating the educational methods and means adopted in agricultural spheres, the writer indicated the function of the publication centers attached to the faculties of agriculture in disseminating agricultural information and spreading awareness among farmers.

Concluding his paper, he called for observing certain presumptions if faculties of agriculture are to take charge of the programmes of informal adult education in villages.

Self Teaching

6. Dawoud, 'Aziz Hanna, "The Scientific Bases for Self Teaching", (Al-Usus Al-'Ilmiyyah Lil-Ta'leem Al-Zaati) in: "Psychological and Educational Research and Readings", (Dirasaat Wa-Qiraat Nafsiyyah Wa-Tarbawiyyah), Vol. 2, Cairo, The Anglo-Egyptian Bookshop, 1979, pp 63-89.

Following an introduction in which the writer defined education and self-teaching and showed the difference between both educational systems, he described the method of self-teaching, traced its beginnings, related the developments undergone by it and drew a distinction between the method used in self-teaching and the methods of individual and group communications technology.

After explaining the justifications for adopting this system of education in the Arab World, he indicated the limits beyond which self-teaching should not go and enumerated the shortcomings which would disappear from the Arab World if this system of teaching is adopted.

In elaborating the scientific bases of self-teaching, the writer divided them into two categories, first, socio-philosophical bases resting on the principles of productive participation in contemporary civilization, transcending backwardness and overall socio-economic development and, secondly, psycho-educational bases resting on the principles of excitation, motivation, constructed responses and individual differences.

AGRICULTURAL EDUCATION

Curricula's Development

7. Mubarak, Habib, "Importance of Including Civics, Humanities and Communications Subjects in Programmes of Agricultural Education", (Ahammiyyat Tadmeen Baramij Al-Ta'leem Al-Zira'i Mawaad Al-'Ulum Al-Ijtima'iyyah Wal-Insaniyyah Wal-Ittisaliyyah), Cairo, Department of Documentation and Data in the Arab League Educational, Scientific and Cultural Organization (ALESCO), 1979, 10 pages.

The writer began his essay with an introduction on development plans and how they effect the population in the course of the development process.

He then gave a historical background of the development of agriculture in the 19th Century, saying that those responsible for production, economy and communal activities in rural centers must necessarily keep developing. Here, he cited the role of graduates of agricultural faculties, institutes and schools.

The present teaching and training methods in educational institutions were criticized by the writer who described some new functions assumed by agronomists. In this connection, he emphasized that agronomists should be given large doses of initiative to enhance their imagination, creativeness and intrepidity. Methods conducive to attaining such initiative were described by the writer.

Dealing with agricultural education, the writer emphasized the need for supplementing this specialized education with useful courses such as political economy, integrative rural development, rural economy, civics, pedagogy and communications media.

Concluding his essay, the writer advanced some suggestions regarding evaluation of students' practical accomplishments and introduction of changes on the methods and systems of education.

AGRICULTURAL SCHOOLS

Legislations - Establishment

8. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 87 of May 19, 1979 in Connection with the Creation of an Agricultural Secondary Section Following the 3-Year System for the Training of Skilled Agricultural Labour Annexed to the Agricultural Technical Experimental School for Food Processing in Musturud", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 1 stencil page.

This Resolution consists of three articles.

Article 1 decrees the establishment of the Agricultural Secondary Section and determines the date on which the Section opens.

The second article specifies the pertinent Law applicable to such Section, while the third article provides for the publication of the Resolution in the Official Gazette.

ART EDUCATION

Teaching

9. Abul Khair, Gamal 'Abdul Razek, "Evolution of Art Education Theories and Teaching Principles", (Tatawwur Nazariyyaat Al-Tarbiyah Al-Fanniyyah Wa-Usul Tadrisiha), Cairo, Central Agency for Academic and Text Books and Educational Aids, 1979, 104 pages.

Following an introduction on the theories of art education, the author divided his book into four chapters.

In the first chapter, he emphasized the need for studying the theory in any art education. Here, he reviewed the presuppositions of the educational theory as well as the hypotheses of art education's theory.

In Chapter 2, the author dealt with the theory of free-hand drawing, defined it and related its historical background, presuppositions and teaching methods.

The theory of art realism is expounded in Chapter 3, in which the author explained its basic concepts, presuppositions and teaching methods.

The fourth and last chapter is concerned with the process of appreciating the characteristics of children's drawings as an expression of their behavioural trends. Here, the author explained the role of psychology in understanding pupils' behaviour and learning process. He indicated the relation between the philosophy of pragmatism and the learning process in art education.

Concluding this chapter, the author reviewed some researches on children's behavioural trends and art drawings' characteristics.

AZHARI INSTITUTES

Systems of Teaching

10. Fayed, 'Abdul Latif, "Teaching Conscience in Azhari Institutes", (Dameer Al-Tadrees fil-Ma'ahed Al-Azhariyyah) "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9265, (May 11, 1979), p. 9.

After saying that treating correction of examinations in Azhari Institutes with seriousness has been instrumental in raising the standard of graduates, the writer dealt with the system of teaching in these Institutes and showed its impact on the standard achieved by students.

Dealing with the Law whereby education in Al-Azhar University has undergone far-reaching development, he showed how this Law had its bearing on the standard of education. He then drew a comparison between conditions before and after the promulgation of this Law, saying that the Shaiks entrusted with teaching in these Institutes were concerned with ameliorating the standard of their students and used to give them intensive care to assist weak students after school hours.

In conclusion, the writer explained the results of these efforts on the standard attained by students whether in jurisprudence or in Arabic.

BASIC EDUCATION

11. Radwan, Mohamed Mahmoud, "Experiment of Basic Education", (Tajrubat Al-Ta'leem Al-Asasi), "Al-Rayed" magazine, 24th Year, Issue No. 2, (June 1979).

At the beginning of his article, the writer said that education is an uncontestable right to each citizen and should be as free as air and water.

After stating that the efforts exerted by the responsible officials to provide room for each pupil have faced unsurmountable difficulties, the writer reviewed the endeavours made by the Ministry of Education in Egypt between 1916 and 1957 to transform education into practical rather than theoretical teaching.

Dealing with curricula and teaching policies in the light of modern age requirements, the writer explained the difficulties encountered in the primary and preparatory stages and called for extension of the compulsory term to cover the preparatory stage as well, indicating the subjects which ought to be taught in this stage.

Concluding his article, he explained the aims sought from the experiment of unified schools in Nasr City and underlined the importance of basic education.

Committee

12. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 71 Dated April 4, 1979 Constituting the Egyptian Team in the Projected Basic Programme of Education", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 3 stencil pages.

This Resolution deals with the constitution of the Egyptian team and supervisory and organizing committees for drafting a programme for basic education in collaboration with an American team.

Comprising of six articles, the Resolution's first article explains the reasons for constituting the Egyptian team. Article 2 provides for the constitution of specialized working groups from among the team members, with due regard to their common fields of interest.

The third article deals with the procedure for constituting a supervisory team to oversee the specialized fields of research and study. The names of the team are listed in the Article.

By virtue of Article 4, an organizing body is to be constituted under the supervision of which working teams would be operating. Names of this body are also given.

Article 5 fixed the date for completing the pertinent studies and research work.

The sixth and last article requires all agencies of the Ministry of Education to cooperate with the team and put at its ready disposal any particulars, statistics and reports needed for its work.

Requirements

13. A.R.E., National Council of Education, Scientific Research and Technology, "Extension of the Term of Compulsory and Basic Education", (Imtidaad Marhalat Al-Ilzam Wal-Ta'leem Al-Asasi), Cairo, Sub-Committee on General Education and Training, 1979, 62 pages + appendices.

This document deals with two intercomplimentary subjects. The first deals with the shape and structure of the educational ladder with an indication of the optimum term of compulsory education. The second deals with the essence and content of basic education.

Part 1 of the document reviews some principles and fundamental factors in compulsory education and indicates the difficulties faced by Egypt in endeavouring to extend the term of compulsory education. It further, points to some deficiencies in the present status of primary and preparatory schools and proposes remedies for them. An estimate is made of the volume of future requirements if the term of compulsory education is extended to the proposed number of years.

In the same part, a review is made of the recommendations adopted by the National Council of Education on the proposed number of years added to compulsory education and on the Educational Administration, the teachers in the new compulsory stage and the manner in which these teachers are trained.

The second part deals with the concept, function and philosophy of basic education in Egypt. It underlines the need for developing the systems and methods of general education, adding that such development has its bearing on the extension of compulsory years.

As to the practical application of educational methods, the document said that the educational institution in its new set-up should exert every effort to improve the performance of its duties through creating practical and technological fields and emphasizing training. An indication is given of the manner in which the necessary equipment and educational aids may be provided.

This part of the document went on to describe the innovations introduced under the proposed basic education plan, such as the open day practice. More details were given on the open day to ensure its successful functioning. Teachers, technicians and headmasters taking part in the open door practice should receive training programmes in order to realize the aims contemplated from this experiment.

The training of basic education teachers is also covered in this part of the document.

In conclusion, the document reproduced the National Council's recommendations on the educational programmes, teacher training and basic education school buildings.

Appendices on the term of compulsory education in some countries and on the cost per unit in general and technical education schools are given at the end of the document.

CHILD PSYCHOLOGY

14. Fahmi, Sumayya Ahmed, "Psychology and Child Culture", ('Ilm Al-Nafs Wa-Thaqafat Al-Tifl), Cairo, The Anglo-Egyptian Bookshop, 1979, 105 pages.

This book falls into an introduction and seven chapters.

In her introduction, the author explained the difference between an oral lecture and a written text and indicated the relation between psychology and child culture saying that this relation should be considered by students of psychology.

In the first chapter, the author dealt with the concept of culture and described cultural accomplishments in the Egyptian environment.

Chapter 2 deals with the predominant concept of children and adolescent culture.

The third chapter explains the requisites in those who supervise the cultural development of youngsters.

In Chapter 4, the author emphasized that educators should absorb the facts of psychology in order that they would know themselves and the children they teach better. Here, she dealt with man's personality growth, personality criteria of normal and mature man, man's needs and motivations of human behaviour.

The fifth chapter is concerned with studying the dynamic relation between man and culture.

Chapter 6 deals with the need for translating psychological information into practices.

In the seventh and last chapter, the author explained some fundamental methodological principles which educators should take into consideration when children frequent historical sites or public gardens.

CHILD UPBRINGING

15. El-Baz, Ni'aam, "Traffic School for Youngsters" (Madrasah Li-Murur Al-Sighaar), "Al-Akhbar" newspaper, 27th Year, Issue No. 8400, (May 17, 1979) p. 12.

This article deals with a new traffic school for children created in collaboration between the Egyptian Ministry of Interior, UNICEF Organization and El-Shams Club.

This school comprises six units and is mainly concerned with teaching youngsters the rules of smooth driving of cars and bicycles and also teaching them how to drive with the aid of electronic devices.

Other facilities contained in the school include a hall for projecting films and a childrens library containing, inter alia, maps of Cairo streets and squares for the benefit of youngsters learning to drive for the first time.

Concluding her article, the writer called for opening branches of this traffic school in all Egyptian Governorates.

Primary Stage

16. El-Gawli, Futnah Fawzi, "Be Patient with Children in the Primary Stage", (Rifqan Bil-Atfaal fil-Marhalah Al-Ibtidaiyyah), "Al-Akhbar" newspaper, 27th Year, Issue No. 8368, (April 10, 1979), p. 5.

At the beginning of her article, the writer described certain characteristics which are peculiar to the Egyptian child as compared to other children.

Dealing with primary school children, she described the manner in which these children are treated and explained how the requirements of each age group are fulfilled. Here, the writer emphasized the need for giving due consideration to the individual differences between children and also for applying a policy of reward and punishment.

As regards punishment, the writer pointed to the proper method which schools should adopt adding that in all its acts, the school should exercise firmness and wisdom.

Concluding her article, she mentioned some directives on how to deal with problematic children and utilize their excess energy in something useful, giving examples obtained from the classrooms themselves.

Spheres

17. "Ideas and Proposals Dealing with Different Fields on the Occasion of the International Child's Year", (Afkaar Wa Muqtarahaat fi Mukhtalaf Al-Majalaat Bi-Munasabat 'Aam Al-Tifl Al-Dawli), Supreme Council of Childhood, "The 1979 Child's Year", ('Aam Al-Tifl 1979), Cairo, 1979, pp 13-16.

Divided into five parts, this article deals with the plans contemplated for the International Child's Year.

Part 1 deals with the steps to be taken for publishing more children's books, establishing children's libraries in clubs and opening nurseries. It, further, deals with the role of TV programmes, the home and the school in developing and rationalizing reading habits among children.

The second section explains the efforts to be exerted in the field of dramatics. It shows the importance of producing plays for children and organising contests in dramatic writings in which adults and youngsters take part.

In the third part, plans for exploiting leisure time and holidays are discussed. These include: picnics, games, sports, musical performances, exhibitions and visits by children to villages.

The fourth part is concerned with suggestions on the hobbies to be developed among children, especially where local raw material obtained from the child's particular environment is used in such hobbies. The role of clubs and schools in organizing recreational programmes and promoting love for knowledge among children is expounded in this part.

The fifth and last part deals with the role of research institutes in carrying out surveys and studies on children in the course of the Child's Year. Research Centers and Institutes are expected to carry out surveys on children's problems and on the proper approach to their education and health care. These organizations are also expected to reconsider the values presented to children to insure that they correspond to society's aims.

CHILDHOOD

Care

18. Soliman, 'Abdul 'Aziz, "Our Children Are a National Wealth and Must be Protected", (Atfaaluna Tharwah Qawmiyyah Yajibu Himayatuha), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9252, (April 28, 1979), p. 5.

Commenting on the problems of childhood in Egypt, the writer said that any approach to solving these problems should consist of integrative and comprehensive measures based on a thorough understanding of the present status of childhood.

He then emphasized the need for confronting the problems of childhood as to quality and size with due consideration to the social and geographic distribution of children in Egypt and the State's role in caring for pregnant women and spreading nurseries in rural areas.

A suggestion was advanced by the writer calling for the establishment of school nurseries throughout the country and enumerating the advantages to the State and to childhood if such suggestion was adopted.

Concluding his article, the writer underlined the need for providing adequate care to children in Egypt, including preventive medical care.

Concept - Achievements

19. 'Eweiss, Mus'aad, "The Concept of Childhood in the Egyptian Society", (Mafhum Al-Tufulah fil-Mujtamaa' Al-Misri), "Al-Ahram" newspaper, 105th Year, Issue No. 33804, (June 30, 1979), p. 5.

Following an introduction on the attention historically paid by the Egyptian society to children and on the significance attached to the word "child" in the Egyptian rural society, the writer reproduced the pertinent Articles in the 1971 Constitution dealing with child-care and development of children's talents.

He then described the kinds of interest shown by the State in children, emphasizing the role played by the special organization on child-care recently.

Dealing with information media and how they understand the concept of childhood, the writer said that any programmes addressed to an audience of children should specify the exact age group or educational level desired.

Reviewing the Ministry of Education's endeavours in the field of child-care, the writer described the steps taken in the primary stage and the plans laid for transforming primary education into basic education.

Finally, the writer talked on the Supreme Council of Childhood and its role in coordinating the activities of the various governmental and non-governmental bodies engaged in childhood.

CHILDREN'S BOOKS

20. Bikar, Hussein, "The Child: This Tiny Creature!!), "Al-Akhbar" newspaper, 27th Year, Issue No. 8383, (April 27, 1979), p. 12.

After describing the wave of interest in the problems of childhood created by reason of the International Child's Year, the writer focussed on the books designed for children and the manner in which they should be produced as to their shape, size and subject-matter, arguing that the child discovers the world through books.

He said that books should emphasize the elements of attractiveness and interest, whether in their shape or in their content, mentioning by way of example some defects occasioned in the present books intended for children in Egypt, especially as to art production.

After reviewing the efforts currently exerted, which mark the beginning of serious interest in this aspect of child culture, the writer reported that some writers, artists, publishers and printing houses are now producing new sets of children's books.

He himself being an artist, the writer emphasized the role of art work in children's books and explained that some gradual process should be observed in illustrations to correspond and respond to the needs of each age group.

In conclusion, he recounted some of the views expressed in a symposium organized by the Committee on Child Culture of the Supreme Council of Arts and Literature concerning the material to be offered to the Egyptian child.

21. Montasser, Isma'il, "He Writes, You Buy, but what Does the Child Read?", (Huwa Yaktub, Wa-Anta Tashtari, Wal-Tifl, Maza Yaqraa?), "October" magazine, 3rd Year, Issue No. 131, (April 29, 1979), pp. 60-62.

The aim of this article is to draw attention to the importance of children's books and to emphasize the need for improving their academic level especially that today's children are more mentally sophisticated than those of yesterday, owing to the impact of information media, T.V. series and scientific developments reported by the press.

After drawing a comparison between the child in the present generation and his counterpart in the former generation, the writer said that the stories and tales which appeal to the former are completely different from those which were appealing to the latter. He also compared the prevalent family circumstances in both generations and showed how the minds of today's children have been influenced by rapid change.

In an attempt to determine the suitability of children's books, he made an analytical review and evaluation of books recently added to the Egyptian child library.

Concluding his article, the writer stated some guidelines for the benefit of those who wish to write for children on the book's content, production, printing and illustrations.

Production

22. Naguib, Ahmed, "Production of Children's Books", (Intaaj Kutub Al-Atfaal), Cairo, Egyptian General Book Organization, 1979, 19 pages.

- Paper presented to the 1979 Regional Symposium on the problems of production and distribution of Arabic books held in Cairo between March 29 and April 3, 1979.

As mentioned in its introduction, this paper aims at reviewing the present status of children's books and indicating the need for a clear, effective and well-studied policy for putting out children's books which would serve the desired objectives.

In developing his subject, the writer reviewed detailed statistics on children's books issued over the ten years' period of 1959/69 by the Egyptian General Book Organization as well as the books published in 15 years between 1960 and 1975. He classified these books according to their subjects.

He then indicated the ratio between children's books and the global books issued by publishing houses between 1977 and 1978, then assessed children's books quality-wise on the basis of a survey made in school libraries to determine their suitability to children in primary schools. Here, the writer paused to analyse the data obtained from his survey and to point to the shortcomings depicted in some types of children's books.

He, further, reviewed some of the obstacles occasioned in putting out books for children and pointed to suggested solutions deemed adequate for overcoming these obstacles.

Concluding his paper, the writer advanced a practical and clear-cut-plan envisaged for putting the proposed solutions and suggestions into practice.

Trends

23. Naguib, Ahmed, "Contemporary Trends in Children's Books", (Ittijahaat Mu'assirah fi Kutub Al-Atfaal), Cairo, National Center for Educational Research, 1979, 70 pages.

Following an introduction on the extent of care extended to childhood by advanced countries in general and developing countries in particular, the author gave a historical account of the stories originally written for adults but which became extremely popular among children.

He then described the impact of cultural, scientific and technological progress on children's books and discussed the limits within which the element of imagination may be manipulated in children's literature, saying that imagination should be purified from any horrifying effect.

Describing the contemporary atmosphere in the world, the author said that it has its bearing upon both the form and content of stories. He questioned the place occupied by stories in children's literature and interviewed some adults and children on this point.

After classifying children's stories into three categories, the author reviewed the position of children's books in Egypt from the beginning of the 19th Century and till this day.

Concluding his book, the author dealt with the problems of writing stories to children and gave practical solutions for insuring the availability of children's stories on the local market.

Writing

24. Naguib, Ahmed, "Children's Books", (Kutub Al-Atfaal), Cairo, Center of Child Culture, Ministry of Culture, 1979, 25 pages.

Following a historical synopsis on children's books and the most popular stories written for children in international literature in general and in Arabic and Egyptian literature in particular, the writer explained the traditional trends which dominated children's literature throughout history.

He then referred to the modern and contemporary trends in children's literature and described the informative books put out for the benefit of children in which emphasis is laid on art work and interesting presentation.

Dealing with Arabic encyclopaedias intended for children, the writer reviewed each one of them, pointed to the subjects covered by each and mentioned in what respects they differ from other encyclopaedias. He, further, mentioned their respective publishers and the number of volumes comprised by each.

Turning to illustrated books, whose main concern is pictures and illustrations, the writer indicated the type of children to whom these books appeal. He, then, dealt with children's books which feature poetry, imaginary scientific situations and technology as well as books based on detective stories or puzzles, observing that the latter category of books have acquired large readership among children, particularly in their late childhood. Supporting statistics obtained in 1977 and 1978 indicated the increasing rate of readership of such books among Egyptian children.

In conclusion, he dealt with the books currently issued in Egypt for children and reviewed the pertinent criteria for evaluating them both from the educational, psychological and literary aspects and from the aspects of technical production and printing.

CHILDREN'S CULTURE

Reports

25. Naguib, Ahmed, "Report on Children's Culture in Egypt", (Taqreer 'an Thaqafat Al-Atfaal fi Misr), Cairo, National Council of Education's Committee on Child Care and Family Education, 1979, 19 pages.

This report is concerned with the child's culture in Egypt.

It began with an attempt at defining the concept of child culture as a mode of life in a given society, then explained how such mode would be expressionistic of the child's characteristics in each stage of growth. Child's culture should help children fulfill their needs and descries with the framework of lofty values and ideals.

The report then discussed the scope of cultural work with children, pointing to the need for trained experts who could relay culture in a proficient manner, the responsibilities they assume in such work and the tools used in the performance of their task.

Moving to the present situation of child culture, the report reviewed the accomplishments made in printing children's books, both as to quantity and to quality, the place of such books in school libraries, the suitability of children's books to children below age, the magazines issued for children, the radio and TV programmes for children, the theatrical and cinema shows designed for children, the activities of "culture palaces" and children's clubs and, lastly, the toys fabricated for children. The report also pointed to the deficiencies in the foregoing activities, stressing the need for proper care in everything connected with children.

Dealing with the future of children's culture in Egypt, the report said that a special agency should be set up to assume full responsibility of making comprehensive planning for promoting children's culture. The proposed agency should enjoy the prerogatives of planning, coordinating and pursuance in order to insure its full adequacy.

In conclusion, the report appended an organizational chart of the proposed agency indicating, as well, the inter-relations between the agency and all other agencies engaged in children's affairs in Egypt.

COMPREHENSIVE LIBRARIES

Curriculum

26. Barakat, 'Ali, "Comprehensive Library and Curriculum", (Al-Maktabah Al-Shamilah Wal-Minhaj), by 'Ali Barakat and revised by Medhat Kazem, Cairo, The Association of School Libraries, 1979, 240 pages.

This book consists of eight chapters and three appendices.

Chapter 1 explains the concept of a comprehensive library and reviews the developments undergone by such concept and the meaning of comprehensiveness and integration in this type of libraries.

The second chapter deals with the developments undergone by the concept of curriculum and the educational bases for the relationship between the comprehensive library and curriculum.

In the third chapter, the author explained the concept of mass media and elaborated on the role of the educational broadcasts, language laboratories, educational films and television and school journalism as part of the educational process.

The fourth chapter is concerned with learning, its theories and the role of the comprehensive library in improving learning.

Chapter 5 defines the educational aims of the comprehensive library and the technical and educational duties of its librarian.

The sixth chapter describes the methods of classification and cataloguing of the educational aids contained in the comprehensive library.

In the seventh chapter, the author dealt with the psychological bases for acquiring skills and the principles observed in the preparation of comprehensive reference material.

The eighth and last chapter is devoted to the teaching of curriculum in the comprehensive library, the methods of cooperation between the teacher and the librarian in class and the exemplary procedure for the preparation of comprehensive reference material for a given school subject.

The book ended with three appendices, the first of which contains circulars on the comprehensive library, the second consists of slogans and catch phrases on the library and curriculum and the third and last appendix consists of an English/Arabic glossary of the terms dealing with the comprehensive library.

A list of bibliographical material in Arabic and foreign languages consulted by the author in compiling his book follows.

DEMOCRACY OF EDUCATION

27. Ahmed, Nazli Saleh, "Democracy and Education", (Al-Demoqratiyyah Wal-Tarbiyah), Cairo, The Anglo-Egyptian Bookshop, 1979, Varied numbering of pages.

- Educational Research Series No.3.

Following an introduction on the challenges facing the Arab World today and the impact of democracy of education on democracy in general and on the methods for preserving such a democracy, the author reviewed the contents of her book which comprise four researches, all of which are reviewed in this volume of Selected Bibliography.

The first research is entitled "Evolution of the Democratic Thought in Different Societies and its Impact on Education".

The second research is concerned with a field study of the democracy of education in the stages of general education (i.e. primary, preparatory and secondary) in Egypt.

The third research is on the one-class school, the developments it has undergone in Egypt and its relation to democracy of education.

The fourth and last research is devoted to a review of the experiment of rural education in the Sudan as a means for applying democracy of education.

28. Ahmed, Nazli Saleh, "Field Survey of the Democracy of Education in the Stages of General Education in Egypt", (Dirasah Maidaniyyah Li-Demoqratiyyat Al-Tarbiyah fi Marahel Al-Ta'leem Al-'Aamm fi Misr), Cairo, The Anglo-Egyptian Bookshop, 1979, 118 pages.

- Educational Research Series No. 3 on Democracy and Education - by the same writer.

As an introduction to her survey, the author reviewed the characteristics of the Egyptian society and indicated to what extent to Egyptian people care for freedom and democracy.

Then followed a review of the topic under discussion, in which the author indicated its importance and explained her method and plan of research and the tools utilized in developing her survey. She also reviewed the questionnaire used and described the sample selected for the purpose of this survey.

Results obtained from this survey are divided into three parts, all dealing with the three stages of education, i.e. primary, preparatory and secondary.

Part 1 is concerned with data of a general nature on summer schools and their personnel.

The second part deals with the relationship between democracy in education and classrooms (spaciousness, cleanliness, ventilation and lighting), school desks and whether they are comfortable, school campus and whether it is adequately spacious and whether full use is made of it and, lastly, extra-curricular activities.

Part 3 reviews the results obtained on the home and indicates the relationship between democracy in education and the parents' cultural standard, the family's home and income, the quality of food served to pupils, the school's accessibility and the help a pupil receives at home in all stages of education (i.e. primary, preparatory and secondary).

The survey ended with an outline and a commentary dealing with the relationship between democracy of education and the possibilities available in model schools and schools charging tuition fees as to qualified teachers, laboratories, equipment, possibilities in classrooms and on the campus and diversity of parents.

The questionnaires circulated among school principals and headmasters is reproduced in the appendix together with a bibliographical list of Arabic and foreign books consulted by the author in the preparation of her survey.

Schools with One Single Class

29. Ahmed, Nazli Saleh, "The One-Class School and Democracy of Education", (Al-Madrasah Zat Al-Fasl Al-Wahed Wa-Demoqratiyyat Al-Ta'leem), Cairo, The Anglo-Egyptian Bookshop, 1979, 258 pages.

-Educational Research Series No. 3 on Democracy and Education - by the same writer.

This research is concerned with the new system of education now being experimented in Egypt known as the one-class school.

The writer began with an introduction in which she explained the aims sought from this research, the method utilised in developing it and the tools used in carrying it out.

Dealing with one-class schools in the light of free and popular education, the writer reviewed the major problems which justified the introduction of this system of education. These problems are: the volume of dropouts, the volume of population explosion and the volume of illiteracy. She explained the impact of the one-class school on such problems and described the functions this type of school is expected to perform.

The writer then expounded the philosophy of one-class schools and pointed to the type of teacher who could absorb such philosophy, the type of pupils enrolled in each class, the number of pupils and the kind of text books used.

She also described the methods of teaching and examinations, curricula and extra-curricular activities and study plans observed in one-class schools, following which she reviewed the actual status of these schools in the school years 1975/76 and 1976/77.

The research ended with a summary of and commentary on its contents.

DEMOGRAPHIC EDUCATION

Guides

30. 'Abdul Hakim, Mohamed Sobhi, "Teacher's Guide to Demographic Education", (Daleel Al-Mu'allim fil-Tarbiyah Al-Sukkaniyyah), by Mohamed Sobhi 'Abdul Hakim *et al*., Cairo, Population and Family Press, 1979, 95 pages.

In an introduction to this Guide, the authors explained the duty of the Ministry of Education in assuming the major task of building men and providing them with knowledge and skills. They indicated the importance of familiarising citizens with their country's resources and explained the role of education in helping citizens understand the circumstances and problems of their environment.

The text of the book follows in eleven chapters.

Chapter 1 explains the concept of education and the role of school curricula in realising the aims of education.

The second chapter deals with the concept of demographic education, explains its aims and describes the role of the school in realising them.

In Chapter 3, the authors explained the trends of population growth in Egypt and the economic and social consequences of the population problem.

Chapter 4 deals with the concepts of democracy, family life, multiplication and child birth, family planning and environmental theories.

The fifth chapter is concerned with the fields of demographic education within the context of school curricula in the primary, preparatory and secondary stages as well as in teacher training colleges.

Chapter 6 sets model lessons of civics for each of the foregoing stages of education, while the seventh chapter deals with environmental studies within the framework of demographic education.

The eighth chapter deals with the teaching of sciences which have bearing on demographic education.

Chapter 9 deals with Islamic religious education and its role in the teaching of family and demographic courses. A review is made of model lessons taught in the various stages of education.

The tenth chapter lists subjects connected with demographic education inferred from Christianity.

The eleventh and last chapter reviews the Ministry of Education's role in confronting the population problem in Egypt.

Teacher's Guides - Mathematics - Primary Schools

31. Al-Shaikh, El-Sayyed Ahmed, "A Teacher's Guide to the Mathematics of Demographic Education from the First Year Primary through the Sixth Year Primary", (Daleel Al-Mu'allim fil-Tarbiyah Al-Sukkaniyyah Lil-Riyadiyyat min Al-Saff Al-Awwal hatta Al-Saff Al-Sadis min Al-Marhalah Al-Ibtidaiyyah), by El-Sayyed Ahmed Al-Shaikh and Mohamed El-Sayyed Jamil, Cairo, Agency of Family Planning and Population jointly with the Ministry of Education, 1979, 47 pages (Series of Teacher's Guides to Environmental and Demographic Education).

Following a general introduction on the population problem in Egypt and the impact of population growth on the socio-economic development plans, the authors pointed to the duty of the State in checking this problem.

Speaking of the relation between mathematics and demographic education, the authors explained the steps which should be taken in order to incorporate demographic subjects into the mathematics curricula from the first to the third year primary. They cited, by way of example, some exercises and mathematical problems dealing with demographic education which may be included in the counting operation from 1 to 10 and in other operations such as substraction and addition, sequence of figures, addition and substraction of numbers consisting of three and four figures, multiplication and division, study of large numbers, arrangement of numbers and comparison of large numbers.

In addition, the document contained directives to teachers on teaching methods together with some activities suggested to accompany the teaching process.

DROPOUTS IN PRIMARY STAGE

32. "Dropouts in the Primary Stage", (Al-Tasarrub fil-Marhalah Al-Ibtidaiyyah), a Field Study, "Al-Rayed" magazine, 24th Year, Issue No. 2, (June 1979), pp 13-15.

This survey complements an earlier study published in the same periodical.

It began with a critical survey of all previous research on the problem of dropouts in primary schools then described the steps taken in carrying out this survey, including the selection of a sample from the Governorates of Sharkiyyah and Daqahliyyah, the aims sought from undertaking this survey and the steps involved in compiling data.

Recommendations reached by the writer carrying out this research include suggestions for checking dropouts, such as establishing additional classrooms to absorb them, providing them with a school meal, developing curricula to make them more appealing and issuing the necessary legislations insuring proper school administration and teaching methods.

A final recommendation deals with the opening of vocational training centers in the different Governorates.

ECONOMICS CURRICULA

Teaching Methods - Commercial Secondary Schools

33. Sadek, 'Abdul 'Ali, "A Modern Method for Teaching Economics in the Commercial Secondary School", (Uslub Hadith Li-Tadrees Maddat Al-Iqtisaad Bil-Madrasah Al-Thanawiyyah Al-Tijariyyah), "Dirasaat Wa-Buhuth", (Studies and Research), Vol. 2, Issue No. 1, (May 1979), pp 119-126.

Having described the present position occupied by the subject of economics in the curricula of the commercial secondary school, explained the methods used in teaching it and indicated the manner in which pupils studying this subject are evaluated, the writer said that the foregoing factors have resulted in undermining the functional value of this course and, indeed, have been detremental to the course.

He then said that in teaching economics, individual differences between pupils must be taken into consideration. This, in his opinion, helps pupils assimilate economic theories. He, then, described some practical steps for teaching economics and for promoting the comprehension of economic concepts.

The writer, further, reviewed the economic concepts with which pupils in the commercial secondary school should become familiar and described the different approaches to the teaching of economics in American general schools.

In conclusion, the writer summarized his M.A. and Ph.D. dissertations submitted to the Faculty of Education, 'Ain Shams University in which he elaborated on the proper methods of teaching economic courses in commercial secondary schools.

A bibliography of foreign reference material is given at the end of the article.

EDUCATION

Accomplishments - A.R.E.

34. 'Abdul Maqsud, Mohamed El-Sa'id, "A Glance at the Actual State of Education in Egypt", (Nazrah ila Waqi' Al-Ta'leem fi Misr), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st Year, Issue No. 3, (May 1979), pp 46-68.

The writer began his article with a review of the basic principles and future trends of the educational movement in Egypt.

He then reviewed the policy of education as embodied in the plan devised by the Ministry of Education in the light of the future trends.

Moving to education in Egypt quantity-wise, the writer said that statistics are outspoken in indicating the efforts exerted and still being exerted to realize full absorption of pupils in schools. Here, he reviewed some statistics on the number of pupils enrolled in the first year primary and their ratio to children under school age from 1968/69 through 1977/78. He, further, mentioned the number of pupils obtaining their primary school certificates as compared to the number of pupils enrolled in the first year primary and explained his method in selecting statistical data.

The writer then talked on the problem of waste in educational endeavour and showed how it relates to the problem of full absorption. He also mentioned the problem of dropouts, explained its causes and called for rapid solutions for the problems of waste and dropouts.

Dealing with compulsory education, he said that compulsion should be extended to higher stages of education in order that waste may be minimized. Here, he quoted statistical data on the number of pupils admitted in the preparatory stage and their ratio to the total receplents of the primary certificate in recent years.

Moving to secondary education, the writer described its various types and mentioned the number of pupils obtaining the preparatory certificate who joined the general and technical types of secondary education. In this connection, he made some suggestions on the development and diversification of secondary education to satisfy the country's economic development needs.

In conclusion, he stressed the importance of emphasizing quality in education side by side with quantity.

Development

35. Soliman, 'Abdul 'Aziz, "Thus the Educational Revolution Is Realized", (Hakaza Tatahaqqaq Al-Thawrah Al-Ta'leemiyyah), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9273, (May 19, 1979), p. 5.

After stating that education should be provided to all children in a given nation, the writer explained the role of schools in creating craftsmen, technologists or academicians within the required numbers.

He then explained the function of educational machineries and schools in spreading general culture among these categories and bridging the gap between them.

Other roles of education are played in eradicating illiteracy, propagating family planning and raising the family's standard of social and health consciousness.

Concluding his article, the writer advanced some suggestions on the establishment of environmental schools to act as training centers for adults and craftsmen and the establishment of academic institutes and central institutes for rare fields of specialization.

36. Qotb, Youssef Salahuddin, "Concerning the Development and Modernization of Education in Egypt", (Hawla Tatweer Wa-Tahdeeth Al-Ta'leem fi Misr), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st Year, Issue No. 3, (May 1979), pp 3-5.

In this article the writer reviewed the working paper on the development of education in Egypt released by the Ministry of Education in which it called upon all those interested in reforming education to subscribe his views on the necessary changes for updating educational techniques on sound basis.

The writer, further, reviewed the details contained in the paper and the questions raised as to educational aims, philosophy, techniques and material and human needs.

He also mentioned that the paper has given an analytical reconsideration of the present status of education in Egypt and related the obstacles hindering any change or renovation.

Concluding his article, the writer defined the role expected to be played by teachers, the Association of Teaching Professions, the National Council for Educational Research and 'Ain Shams University's Center for Developing Science Teaching in contributing towards the required development with the aim of putting education of the sound track.

37. 'Abdullah, Zaki, "Educational Bonds: A Step Towards Remedying the Wrong Done by Schools", (Sukuk Al-Ta'leem: Khutwah Li-Islaah ma Afsadathu Al-Madares), "Al-Ahram" newspaper, 105th Year, Issue No. 33790, (June 16, 1979), p. 7.

The writer began his article saying that the standard of education in Egypt has become phenomenally low. Private tutoring and unplanned expansion of free education have been instrumental in bringing about such phenomenon, he added.

In the opinion of the writer, the solution for this problem lies in his suggested "educational bonds", whereby parents would assume the expenses involved in perfecting the present inadequate system of education. Once the system of education has been perfected, no need to private tutoring would arise, doing away with the expenses entailed and currently paid by parents.

The writer then explained the practical steps involved in realizing his suggested "educational bonds".

Moreover, the writer proposed a method whereby schools and teachers may be assessed at the end of each school year. Schools obtaining fine results would be entitled to increased budgetary allocations. Schools failing to obtain satisfactory results should be approached correctively.

38. A.R.E., Ministry of Education, "(Proposed) Plan for Developing and Modernizing Education in Egypt", (Khuttat Al-Taharruk (Al-Muqtarahah) Li-Tatweer Wa-Tahdeeth Al-Ta'leem fi Misr), Cairo, Cabinet of the Minister of Education, 1979, 6 pages + an appendix.

This working paper deals with the proposed plan for developing and modernizing education in Egypt.

It begins with a review of the principles underlying the proposed plan and describes the organizational structure of eight working groups entrusted with the task of effecting such development.

These groups are:

The first group is responsible for building a structure of education in Egypt.

Group 2 is entrusted with studying all types of non-systematic education activities and ensuring their integration with systematic education, including all programmes for eradicating illiteracy and promoting training.

The third group is concerned with educational content, principles of establishing and developing curricula, teaching methods, utilization of educational techniques, systems of examination and evaluation.

Group 4 is responsible for the training and qualification of all those engaged in the educational process, whether teachers or educational leaders and at any level.

The fifth working group is entrusted with school buildings and equipment.

The sixth is concerned with social, athletic, cultural and art extra-curricular activities.

The seventh working group is responsible for studying the facilities required for caring for handicapped and gifted pupils, including health and social care.

The eighth group is entrusted with studying all aspects of educational research, including system development, educational renovation systems, experimentation and the like.

A principal committee, to which a technical secretariat is attached, will supervise and coordinate the work of the specialized committees. Formation and functions of the principal committee are described in the working paper.

A proposed organizational chart covering the entire set-up of working groups is attached.

Impact on Social Peace

39. El-Fiqi, Mustafa, "The Problem of Social Peace in Egypt", (Qadiyyat Al-Salam Al-Ijtima'i fi Misr), "Al-Ahram" newspaper, 105th Year, Issue No. 33786, (June 12, 1979), p. 7.

Following an introduction on the need for safeguarding the internal front in Egypt solid and strong, the writer showed the impact of social and political peace on such solidarity, then explained the meaning of political peace and said that democracy is the sole guarantee for a strong and solid internal front.

Dealing with crimes of encroachment on social peace, the writer said that such crimes must be checked and explained the manner in which this aim could be attained.

He then talked on wars indicated the evils suffered by the Egyptian people as a result of them, saying that wars have been responsible for the features of passiveness from which the Egyptian society is complaining. In this connection, he highlighted the role of education in wiping out such passive features through developing educational programmes, inculcating modern values in the hearts and souls of children and developing the people's conscience. Proper upbringing would set good examples worthy of imitation, he added.

In conclusion, the writer explained the role of social scientists and behaviourists in introducing modern alternatives for the outdated values prevalent in the Egyptian society.

Islamic Personality

40. 'Othman, Sayyed Ahmed, "Social Responsibility and Muslim Personality- A Psycho-Educational Study", (Al-Masouliyyah Al-Ijtima'iyyah Wal-Shakhsiyyah Al-Muslimah- Dirasah Nafsiyyah Tarbawiyyah), Cairo, The Anglo-Egyptian Bookshop, 1979, 311 pages.

This book consists of six sections.

The first section deals with the nucleus and characteristics of the Islamic personality and reviews its general features such as distinction, positiveness in life and open heartedness to other people. The section, further, explains the features of the social aspect in the Islamic personality.

In the second section, the author dealt with the elements and premises of social responsibility in Islam.

The third section is concerned with the relation between education and the society and the manner in which social responsibility is fostered in the Islamic personality. He explained the meaning of fostering social responsibility and pointed to the role of the school and other social institutions in this respect.

Section four deals with the milieu in which social responsibility is fostered in the Islamic personality and explains the role played by love and sports in developing such responsibility among Muslim youngsters. He also indicated the milieu's role in directing the Islamic personality and promoting emotions, mutual understanding and social responsibility in the Muslim personality. In this connection, he pointed to role of verbal education processes and of participation and communion in developing social responsibility.

Sections 5 and 6 elaborate on the points mentioned in the preceding sections.

The book ends with a bibliographical list of the Arabic and foreign references consulted by the author in compiling his data as well as two appendices, one containing a research on the psychological and social aspect of social responsibility while the second contains a psychological study on social responsibility in Islam.

EDUCATION AND DEMOCRATIC THOUGHT

Development

41. Ahmed, Nazli Saleh, "Evolution of Democratic Thought in Different Societies and its Impact on Education", (Tatawwur Al-Fikr Al-Demoqrati fi Mujtama'aat Nukhtalifah Wa-Atharuhu 'ala Al-Tarbiyah), Cairo, The Anglo-Egyptian Bookshop, 1979, 57 pages.

- Educational Research Series No. 3 on Democracy and Education - by the same writer.

In an introduction to her research, the author explained why study of evolution is necessary for determining the rates at which democracy of education is influenced by policy trends in the different states.

After stating the problem under discussion, the writer indicated its importance and explained the aims sought from this research, the tools, plans and methods used in developing it and the concept of democracy. She then explained the developments through which democracy of education has passed.

Dealing with the concept of humanism, the writer indicated how this concept was perceived by Indians, ancient Greeks, Hebrews, pre-Islamic Arabs, post-Islamic Arabs and Europeans and explained the relationship between democracy and education on the one hand and democracy and equal educational opportunities on the other.

Moving to democracy and education in Islam, the writer described the impact exercised by Islam on the society and the philosophy of educational democracy as conceived by Islam. In this connection, she defined the contents of democracy and showed how they reflect on the respect to the individual human being, the adoption of education as a system of government in communities, the provision of equal opportunities, the belief in human intelligence, individual differences and inter-relations and communications and the adoption of the scientific process in thinking as basis for dealings.

She then reviewed the educational conditions in Egypt under Mohamed Ali Pasha, Ibrahim Pasha, Khedive Abbas I, Khedive Ismail, Khedive Tewfik and the British occupation showing to what extent democracy in education was realized and indicating how World War I and the 1923 Constitution influenced education in Egypt from a democratic point of view.

In conclusion, the author described the role played by the successive Ministers of Education Naguib El-Hilali, Taha Hussein and Ismail El-Qabbani in education in general and in democracy of education in particular.

An outline of the research and a commentary on its findings follow.

EDUCATION AND DEVELOPMENT

Developing Countries

42. Nofal, Mohamed Nabil, "Education and Economic Development", (Al-Ta'leem Wal-Tanmiyah Al-Iqtisadiyyah), Cairo, The Anglo-Egyptian Bookshop, 1979, 185 pages.

Following an introduction on the changes effected by education in developing communities, the writer divided his book into nine chapters.

The first chapter deals with the problem of backwardness in developing countries and indicates the role these countries are expected to play in order to keep pace with advanced countries.

Chapter 2 depicts the causes of backwardness and points to the means whereby countries could overcome their backwardness.

In Chapter 3, the author explained the role of growth and development in advanced and less advanced countries while in the fourth chapter he underlined the importance of the human element in any economic growth.

Chapter 5 is concerned with the difficulties facing anyone who attempts to measure the economic value of education.

The sixth chapter is devoted to a study of the scientific and technological revolution in the 20th Century and its impact on development, labour and education.

In the seventh chapter, the author reviewed the role of manpower in developing countries as well as the State's task in formulating a rational policy for education and training.

Chapter 8 underlines the need for developing rural communities and cites the justifications for such undertaking.

The ninth and last chapter is concerned with the problems of progress and development.

In conclusion, the author reviewed the strategy of education and economic development in the Third World.

A bibliographical list of references consulted by the author is appended to the book.

EDUCATION AND FAMILY

43. Shahin, Mayy, "The Home Comes before the University", (Al-Bait qabl Al-Jami'ah), "Al-Akhbar" newspaper, 27th Year, Issue No. 8384, (April 29, 1979), p. 12.

This article deals with the responsibility of the family towards child upbringing and also towards the development of the child's ideas and personality. It stresses the importance of guidance and orientation throughout all stages of growth, particularly the university stage.

Dealing with the reported misbehaviour of some university students of both sexes where religion was abused, the writer indicated how such behaviour is viewed by religion and by the society and pointed to the influences under which students fall and behave in such manner.

In the opinion of the writer, responsibility for correcting such a behaviour rests squarely with the society, educators and religious leaders.

Citing some other examples of child behaviour, she said that parents, particularly the mother, are to blame for the appearance of any unhealthy behaviour on the part of children adding that, in carrying out their duties, they should inculcate healthy religious principles in their children from their early childhood. In addition to teaching them how to pray and fast, they should be brought up to love work, production and honest ways of earning a living.

Concluding her article, she mentioned some guidelines for mothers in dealing with children and implanting values and ideals deep in their souls.

44. 'Atallah, 'Atallah Isma'il, "How to Build the Egyptian Man and from where to Start", (Qadiyyat Binaa Al-Insaan Al-Misri min ayna Tabdaa), "Al-Ahram" newspaper, 105th Year, Issue No. 33749, (May 6, 1979), p. 7.

At the beginning of his article, the writer emphasized the importance of building the Egyptian Man, indicated the role of the home and family in such building and explained the obstacles which hindered the Egyptian family from performing its duty in this respect.

After indicating how this situation reflected on the principles and concepts of education in the Egyptian family and on the Egyptian personality, he said that this has given rise to an individualistic trend in thinking.

The writer then dealt with the Egyptian family and how to relieve it of the crippling factors disabling it from building the Egyptian Man. In this connection, he stressed the need for creating a specialized agency that would compile all ancient Egyptian heritage dealing with basics of education and social upbringing, calling upon information media to perform their role in this respect, requiring schools and universities to teach basics of education and social upbringing and holding symposia by social groups and sporting and rural clubs for discussing basics and concepts of the new Egyptian education.

EDUCATION AND PEACE

45. Hussein, Mansur, "Towards a New Education in the Era of Peace", (Nahwa Tarbiyah Jadeedah fi Zill Al-Salam), "Sahifat Al-Maktabah", (Library Magazine), Vol. 11, Issue No. 2, (April 1979), pp 5-12.

As a prelude to his article, the writer said that some factors must be taken into consideration in dealing with educational issues, namely: that education should be linked to life, that educational results should be linked to the future and that education is inter-related with other factors in the society.

After stating the reasons which give education such a leading position in strategies of socio-economic development, he related the attempts at reforming education, underlined the need for changing educational technology and focussed on the following points: the mounting demand on education, the recognition of education as a factor of development, the evolution of the concepts of educational planning, systems and policies and the changes undergone by the concepts of war and peace.

The writer then indicated the requirements for reform and the future steps to be taken to bring about such target. He also reviewed the passive elements which need to be eliminated as a prerequisite for the realization of the said target.

Concluding his article, he said that the points covered in it give rise to vital educational issues which force themselves on the educational system in the era of peace.

EDUCATION AND RELIGION

Aims

46. El-Shaal, Mahmoud El-Nabawi, "The Religion of Islam Is the Basis for Educational and Cultural Progress", (Al-Deen Al-Islami Asas Al-Taqaddum Al-Tarbawi Wal-Hadaari), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st Year, Issue No. 3, (May 1979), pp. 6-9.

In this article, the writer reviewed the human values which are defended and preached by the religion of Islam and concluded that the principles propagated by Islam are most suitable for formulating a sound educational policy in a truly civilized world.

Dealing with humanity's spiritual, moral, social and political heritage, the writer said that Islam has preserved all these values.

Addressing youngsters, the writer advised them to develop the spiritual wealth they possess, pointing in this respect to the role of adults in guiding and illuminating the youth and in implanting virtues in their hearts so as to make them fully equipped to build a modern civilized community under the principles of Islam.

Every advice made by the author was supplemented by citations from the Holy Quraan preaching men to acquire more culture, understanding and awareness.

EDUCATION AND SOCIETY

47. Sadek, Mohamed El-Husseini, "Responsibility for Education between the Home, the School and the Society", (Masouliyyat Al-Tarbiyah bayn Al-Bait Wal-Madrasah Wal-Mujtama'), "Al-Rayed" magazine, 24th Year, Issue No. 2, (June 1979), pp 18-19.

After emphasizing the importance of education and indicating its impact in preserving the basic characteristics of the society, the writer pointed to the role of the family jointly with the school in this connection.

Drawing a comparison between education in the past and present, the writer said that the school has a permanent role to play in stressing values in the behaviour of the individual and the group. He went on to review some activities which help pupils improve their conduct, particularly the activities connected with religious education which are most instrumental in bringing up children in an atmosphere of spiritual and ethical values.

Concluding his article, the writer indicated the vital task assumed by the teacher in offering knowledge, sciences and guidance to pupils.

48. A.R.E., Supreme Council of Universities, "Education as Viewed by the Egyptian Society", (Rouyat Al-Mujtama' Al-Misri Lil-Ta'leem), Alexandria, Alexandria University, 1979, 6 pages.

- "Rebuilding Man in Egypt" series put out by Alexandria University.

This essay deals with the developments undergone by the Egyptian society and the changes experienced by education and refers to the quantitative and qualitative progress realized by education. It also deals with the manner in which ideas held by Egyptians on education and its aims are subjected to re-consideration.

The essay, further, deals with some important educational trends in the Egyptian society, the reaction of the Egyptian family to education in villages and urban centers and the present switch to technical education. The effectiveness of university education, libraries and life as well as the programmes of social welfare and cultural activities in universities are also studied in this essay.

Special reference is made to the manner in which Parents' Councils may take part through the specialized machineries in provinces in developing and improving educational services.

In conclusion, the essay dealt with the problem of illiteracy in Egypt, its percentage and the factors contributing towards its aggravation, including the obvious gap between men and women, the prevalent traditions in some rural areas, the influence of such traditions on the causes of development and modernization and the passive attitudes encountered in rural communities.

49. Soliman, 'Arafat 'Abdul 'Aziz, "Dynamics of Education in Societies; A Comparative Analytical Introduction", (Dinamikiyyat Al-Tarbiyah fil-Mujtama'aat; Madkhal Tahlili Muqaran), Cairo, The Anglo-Egyptian Bookshop, 1979, 312 pages.

Following an introduction on the factors and forces which confront educational dynamics and underlie their social functions, the writer divided his book into six chapters.

In Chapter 1, he explained the concept of education and showed its bearing on the acquisition of experience, preparation for life responsibilities and adjustment to social progress.

Chapter 2 reviewed the social, political, geographic, economic, cultural, philological, religious, philosophical and psychological bases of education.

In the third chapter, the author dealt with specialized educational milieu which include milieu specialized in education such as the family and the school and non-specialized milieu which include information and cultural media, popular and mass organizations and religious and recreational institutions.

Chapter 4 is concerned with the relation between culture and education and the latter's role in bringing about cultural change in the society.

In Chapter 5, the author explained the meaning of philosophy of education and reviewed practical examples of contemporary educational philosophies. In this respect, he dealt with educational philosophy in the Arab Fatherland, capitalist and socialist countries, developing countries and Muslim nations.

The sixth and last chapter deals with the relation between education and age characteristics, with special emphasis on the general trends characterizing our present age.

A list of Arabic and foreign reference books consulted by the author in the compilation of his work is appended to the book.

EDUCATION AND TRAINING

Rural Development Leaders

50. Iscaros, Philip, "Rural Development in Egypt as an Introduction to the Training and Education of Village Leaders", (Al-Tanmiyah Al-Rifiyyah fi Misr min Medkhal Tadreeb Wa-Tarbiyat Qadaat Al-Qaryah), "Sahifat Al-Tarbiyah", (Magazine of Education),31st Year, Issue No. 3, (May 1979), pp 10-22.

At the beginning of his article, the writer said he would deal with two facets of training, one concerned with actual village leaders and one with the training of future leaders. He explained the steps involved in both.

The writer then explained the personal characteristics of rural development leaders, showed the problems experienced in the leader's relationships with others and explained how such problems reflect on the proper performance of work.

He also indicated the importance of subjecting rural leaders to intensive training and education pointing to the fields of training involved and the methods used in such training.

After referring to the difficulties which may be encountered in the course of training, the writer advanced some proposals for overcoming any outgrowing difficulties. Here, he emphasized the anticipated role of training committees, groups and sessions and field visits, adding that field surveys are vital in solving many problems hindering rural development. The writer underlined the importance of art exhibitions, festivals and all kinds of similar activities sponsored by rural leaders.

In conclusion, he mentioned some directives for the benefit of all those engaged in rural organization and improvement plans guiding them on the institutions with which they could cooperate.

EDUCATION IN SINAI

51. Harbi, Mohamed Khairi, "A Futurist Vision of Education in Sinai", (Rouyah Mustaqbaliyyah Lil-Ta'leem fi Sinaa), "Periodical of the Specialized National Councils", 4th Year, Issue No. 2, (April-June 1979), pp 27-39.

Following an introductory note on the aims of education in Sinai, the writer explained the Peninsular's geographical position, area, location, topography and water resources. Education has an important role to play in the building of Sinai, he said.

Turning to the age in which we live, the writer described its characteristic features being: progress of sciences and technology, explosion of knowledge and continuous change.

In the light of the foregoing features of our age and with due consideration to Sinai's economic, social and educational development plans, education in the Peninsular should aim at serving the environment. Towards this end, the writer proposed that Sinai be divided into settlements, each settlement having its own specific schools catering for its particular needs. Schools would have the convenience of proximity from work sites and would be tied up with the peculiar economic and industrial establishments in each respective settlement. Subjects taught in schools would have a bearing on the environment around. Teachers of general cultural and scientific subjects would need special training in a nearby Faculty of Education following non-conventional patterns of teacher training. Such Faculty of Education should be entrusted with the task of formulating curricula for the settlement's schools.

Concluding his article, the writer explained the system of education best suited for Sinai, saying that such system consists of an 8-year polytechnic school ideally corresponding to the environment's needs.

EDUCATIONAL ADMINISTRATION

Assistant Inspectors - Primary Education - Appointments

52. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 27 Dated April 12, 1979 in Connection with the Jobs of Assistant Inspectors for Educational Activities in the Primary Stage", Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1979, one stencil page.

At the beginning of the Circular, reference was made to the Ministerial Resolution No. 191 of 1977 in connection with job scales in the various levels of civil servants in Directorates of Education in Governorates and Educational Administrations in Local Government Units.

It, further, referred to Ministerial Resolution No. 160 of 1976 dealing with assistant inspectors assigned for the activities of libraries, school journalism, dramatics and civics.

The Circular then explained the gradual scale of jobs occupied by holders of intermediate qualifications in the primary stage of education in respect of each of these activities and jobs.

In conclusion, the Circular urged appointment to the job of assistant inspector and determined the average volume of work assigned to him in each of the foregoing activities.

Educational Documentation Agency

53. Tewfik, 'Awad, "Documentation and Educational Information Agency in A.R.E.", (Jihaz Al-Tawtheeq Wal-Ma'lumaat Al-Tarbawiyyah), in: 'Awad Tewfik's "Documentation and Educational Information Agencies in Arab Countries: Guide and Introduction", (Ajhizat Al-Tawtheeq Wal-Ma'lumaat Al-Tarbawiyyah fil-Bilaad Al-'Arabiyyah; Daleel Wa-Ta'reef), 3rd Edition, Cairo, Documentation and Educational Information Agency, National Council for Educational Research, 1979, pp 24-28.

In a Directory on Documentation and Educational Information Agencies in the Arab World, the author devoted a special section for the Egyptian Agency, giving its official name and address and relating its history eversince it was created in 1956 and until the Chairman of the Board of the National Council for Educational Research issued Resolution No. 5 of 1978 whereby the Agency was divided into three sections. A description of each section was given by the author.

In explaining the Agency's functions, the author concentrated on its role in compiling different documents, providing library services, preparation of uniform card catalogs and indexes for legislations and educational material, preparation of guides and research work, training prospective scholars, replying to queries, carrying out comparative studies, compiling material and issuing and developing some publications and periodicals.

Dealing with the Agency's personnel, he mentioned their number, academic qualification and fields of specialization.

The author then described the Agency's collections of Arabic and foreign books and periodicals and indicated the predominant languages in such collections.

Concluding his section on the Egyptian Agency, the writer explained some of the problems faced by it, mainly in understaffing and in the inadequacy of the budgetary appropriations required for performing the Agency's duties.

Problems

54. Shenouda, Emil Fahmi, "Bureaucracy in Educational Administration", (Al-Biroqratiyyah fil-Idarah Al-Ta'leemiyyah), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st Year, Issue No. 3, (May 1979), pp 82-89.

After explaining the meaning of bureaucracy and the problem it poses in educational administration, the writer reviewed the roots of the problem, the ideologies which gave rise to it and the effects of educational centralization in Egypt.

He then reviewed the major evils of bureaucracy befalling educational administration in our present day, describing how these evils reflect adversely on education and on its aims.

Following an enumeration of the problems of bureaucracy as encountered by the educational administration, the writer proposed some measures for overcoming these problems such as the control exercised by the people, the role of the masses as they interact with the various educational administrations and the legislative control exercised by the legislature, represented by the People's Assembly, on the Minister of Education in his capacity as the supreme authority responsible for his Ministry's administrative affairs.

The writer, further, mentioned the role of the Association of Teaching Professions in assisting educational projects. In this connection, he pointed to the problems encountered by the Association and advanced solutions therefor.

In conclusion, the writer emphasized the need for a re-organization of the Ministry of Education. He presented a model organizational structure for the Ministry and indicated the functions of each Administration and the areas where schools are left free to use their own discretion.

EDUCATIONAL AIMS

Impact on Curricula

55. Qeladah, Fuad Soliman, "Educational Aims; Planning and Teaching of Curricula; Principles, Theories, Divisions and Assessment of Curricula", (Al-Ahdaaf Al-Tarbawiyyah Wa-Takhteet Wa-Tadrees Al-Manahij; Ususuha, Nazariyyatuha, Taqsimatuha, Turuq Qiyasiha), by Fuad Soliman Qeladah _et al_., Dar Al-Matbu'aat Al-Jadidah, (1979), 207 pages.

This book, which falls into two volumes, deals with educational aims as reflected in curricula.

The first volume contains a historical background of educational aims, indicates the criteria adopted in formulating such aims and the manner in which aims are determined and applied according to priorities and classifications. An explanation is also given of the components of the educational aims.

In the second volume, the authors dealt with behavioural aims and types, educational aims and types and pyramidal education as related to teaching.

Concluding their book, the authors indicated the importance of scientific concepts in bringing facts together and clarifying interrelationships.

EDUCATIONAL CONFERENCES AND SYMPOSIA

Guides

56. El-Sebaei, Iglal, "Guide to the Recommendations and Resolutions Adopted by Conferences, Committees and Symposia on the Development and Reform of Education in the Past Ten Years", (Daleel Tawsiyyaat Wa-Qararaat Al-Moutamaraat Wal-Lijaan Wal-Halaqaat Al-Muta'alliqah Bi-Tatweer Wa-Islah Al-Ta'leem Khilaal Al-Sanawaat Al-'Ashr Al-Akhirah), by Iglal El-Sebaei and Youssef El-Safti, Cairo, Documentation and Educational Information Agency, (1979), 212 pages.

Following an introduction on the purposes served by issuing this Guide, a detailed account was given of the recommendations adopted at the following meetings:

- International Conference on General Education held in Geneva;

- Conference of Arab Ministers of Education held in Sanaa in 1972;

- Meeting of Experts and Officials entrusted with studying technological and vocational training versus general education in Arab countries in 1978, and

- Local educational conferences, being: the Conference on Developing Education held in Assiut in 1971, the Conference on Education in a Modern State held in Cairo in 1971 and the Sessions of the National Council for Education and Scientific Research from 1974 to 1978.

EDUCATIONAL INFORMATION AGENCIES IN EGYPT

57. Tewfik, 'Awad, "Report on the Systems of Educational Information and their Flow in the Arab Republic of Egypt", (Taqreer 'an Nuzum Al-Ma'lumaat Al-Tarbawiyyah Wa-Tadafuqqiha fi Jumhuriyyat Misr Al-'Arabiyyah), Cairo, Documentation and Educational Information Agency, National Center for Educational Research, 1979, 11 pages.

Following a general review of the agencies and bodies engaged in the field of educational information in the Arab Republic of Egypt, the writer divided his report into five parts.

In Part 1, he dealt with the Documentation and Educational Information Agency, an affiliate of the National Center for Educational Research.

The second part is concerned with the Ministry of Education's library.

Part 3 is devoted to the libraries attached to the various offices of Educational Directorates.

The fourth part deals with school libraries, while the fifth and last part is concerned with educational statistics agencies and departments.

In each part, the writer indicated the type of services rendered by each agency and library, the reference data compiled by each and the efficiency of personnel in each respective agency or body.

EDUCATIONAL MUSEUM

Contents

58. Selimah, Mohamed Mohamed, "Touring with the Past in the Educational Museum; Why not Include the Museum in the Curricula?", (Jawlah ma' Al-Qadeem fi Muthaf Al-Ta'leem; Limaza la Yuda' Al-Muthaf dimn Al-Baramij Al-Dirasiyyah?), "Al-Shabab Wa-'Ulum Al-Mustaqbal", 2nd Year, Issue No. 10, (May 1979), pp 24-28.

In an article on the Educational Museum, the writer called upon all those responsible for the youth and for education in Egypt to include the Museum in extra-curricular activities and educational programmes in schools and universities, saying that the data contained in the Museum could be most beneficial to students at all levels.

After relating the history of the Museum eversince it was established, the writer described its object and reviewed its contents such as statistical data on the progress of educational budgets since 1880 and till this day, the number of schools and pupils in the various stages of education, the major accomplishments realized by each successive Minister of Education during his respective term in office and the major educational events.

The writer then related the history of Egyptian universities as recorded in the Museum, including their dates of inauguration and similar pertinent information. He also reviewed the major achievements by some eminent Egyptian scientists and scholars.

A further review was made of the Museum's Pharaonic Division with its data on education in times of ancient Egyptians.

The writer also described the Museum's contents on education under Mohamed Ali and explained the ceaseless efforts aimed at developing modern education in Egypt.

Concluding his article, he described samples of the numerous educational aids contained in the Museum's Section of Educational Aids and Press.

EDUCATIONAL REFORM

59. Taha, Mahmoud, "Reforming the Educational System", (Islaah Nizaam Al-Ta'leem), "Akher Saa" magazine, Issue No. 2322, (April 25, 1979), pp 28-29.

After explaining the impact of wars and belligerency on Egyptian education in general and university education in particular, the writer interviewed the President of 'Ain Shams University on the role of education in bringing out good citizens and on the need for an educational reform down from the beginning of the educational ladder.

Dealing with the present branches of secondary education, the President of 'Ain Shams University called for a complete assessment of these branches in the light of experience and on the basis of the society's needs.

While refusing to endorse the idea of establishing a private university, the President of 'Ain Shams University called for the establishment of a model university that would admit gifted students.

The President stressed the need for checking all waste in university education and for putting an end to the practice of private tutoring in universities.

In conclusion, the President reviewed some other problems of university education, including the system of examinations and the inadequacy of academic books, devising some solutions for each problem.

EDUCATIONAL RESEARCH

Physical Education

60. 'Eweiss, Mus'ad, "Research on Post-graduate Studies in Physical Education; A Documentary Study 1972/75", (Abhaath Al-Dirasaat Al-'Ulia fil-Tarbiyah Al-Riyadiyyah; Dirasah Tawthiqiyyah 1972/1975), Cairo, National Council for Youth and Sports, 1979, 309 pages.

Following an introduction on the new post-graduate departments created in 1969 in the faculties of physical education and their bearing on the progress witnessed in the field of academic research on physical education in Egypt, the author indicated the link between the aims of the National Council for Youth and Sports and the academic research on physical education.

He then reviewed the aims contemplated from this research, its scope, methods and tools used in compiling material. The author reviewed a summary of the post-graduate research undertaken in physical education, dividing them into ten types of research, being: research on the sector of education, on bodily, mental and athletic fields, on sports psychology, on Arab countries, on field and track, on gymnastics, on fencing, on swimming, on boxing and, lastly, research on different kinds of sports and other subjects of a general nature.

In conclusion, the writer explained the results taking place in the absence of a clear-cut scientific policy on physical and bodily education in Egypt and how these results affect curricula of physical education in schools, adding that theoretic research is isolated from practice. He called for the establishment of youth centers.

In his concluding recommendations, the author called for a comprehensive scientific plan for physical and sports education in Egypt.

EMPLOYEES

Promotions and Appointment

61. A.R.E., Legislations, Laws, Regulations ... etc. "Circular No. 25 Dated January 1, 1979 in Connection with the Practical Steps Involved in the Transfer to and Appointment in Higher Jobs during the Academic Year 1979/80", Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1979, 7 stencil pages.

Following an introduction on the importance attached to the Ministry's resolutions concerning the appointment of employees in horizontal job levels and the need for observing such resolutions in any appointment in job levels, the Circular indicated how this ensures equal opportunities to employees in the same job level.

The text of the Circular follows in five parts.

Part 1 specifies the horizontal line of job levels and sets the dates which may not be exceeded in making appointments to each of the higher job levels as regards holders of high qualifications.

The second part reviews the general steps involved in training programmes and indicates the conditions to be observed in such programmes.

Part 3 explains the practical steps involved in making appointments to higher jobs.

The fourth part deals with the timetable to be observed in transfers to and appointment in higher jobs.

Part 5 indicates the necessary control measures for insuring the proper conduct of work and describes the measures to be taken in the event someone is appointed in a higher job, but the pertinent resolution is not carried out.

The Circular contains two tables indicating the binding dates as set forth in the relevant timetable.

ENVIRONMENTAL EDUCATION

Curricula

62. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Guide to the Use of the Environmental Reference Book in the Stages of General Education", (Daleel Istikhdaam Al-Marji' Al-Biiy fi Marahel Al-Ta'leem Al-'Aamm), Cairo, Department of Documentation and Information, 1979, 166 pages.

This reference book falls into five parts.

The first part emphasizes the need for introducing a measure of environmental stuff in the curricula of the different school subjects in the stages of general education indicating their aim.

Part two explains the fields of environmental education and indicates their value to curricula planners.

The third part explains the basis for dividing units of environmental education on the stages of general education.

In the fourth part, the reference book dealt with the major concepts of environmental education as applied to the stages of general education.

The fifth and last part deals with the meaning of the environment and nature, the natural source, the environmental balance, pollution and the environmental problem.

ERADICATION OF ILLITERACY

63. Abul Naga, El-Sayyed, "The Army for Eradicating Alphabetical and Professional Illiteracy", (Al-Jaysh Lil-Qadaa 'ala Al-Ummiyyah Al-Hijaaiyyah Wal-Mihniyyah), "Al-Akhbar" newspaper, 27th Year, Issue No. 8399, (May 16, 1979), p. 5.

After describing the impact of peace on the socio-economic development of Egypt and Israel, the writer said that the eradication of alphabetical and professional illiteracy should precede any plans for economic development.

He said that the Egyptian armed forces are rich in educated young men, university graduates and professionals, all of whom should be recruited in the war against illiteracy.

After stressing the importance of work to young men, he said that leisure time should be well exploited and conscription term should be used in some fruitful work, primarily in fighting alphabetical and professional illiteracy in villages and urban centers.

In conclusion, the writer described the impact of literacy on the country's economic development, citing in this respect the example of two villages near Cairo, namely Kerdasah and El-Houraniyyah.

64. Ghoneim, Mohamed Mustafa, "A Scourage which Must Be Wiped Out", Wasmah Yajib an Tazul), "Al-Akhbar" newspaper, 27th Year, Issue No. 8406, (May 24, 1979), p. 12.

After describing the momentous volume of illiteracy in Egypt and saying that this problem hinders any move on the part of Egypt towards reconstruction in the era of peace, the writer stressed the need for an onslaught on this scourage until it had been completely wiped out.

The writer then drew a comparison between a literate and an illiterate, saying that education reflects on health, on conviction of democratic principles and on intensified production.

Dealing with the methods utilized in fighting illiteracy, he pointed to the role of university and higher institute graduates in this respect. Rather than mobilizing fresh university graduates in a superficial public service activity for a whole year, these graduates should be directed to teach a number of illiterates, he said, adding that in this manner the problem of illiteracy would be completely overcome in a short delay of time.

Citing the example of India, he said that secondary and preparatory students are required to teach illiterates. This experiment has proved most effective in putting an end to illiteracy in India.

In conclusion, the writer explained the role of the ruling Party, the National Democratic Party, in fighting illiteracy through its committees showing how this would induce other parties to follow suit. The media of information could also play an important role in this respect, the writer concluded.

Legislations

65. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 34 Dated May 31, 1979 in Connection with Teaching Night Guards in the Regular Literacy Classes", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1979, 1 stencil page.

After stating that the advent of an era of peace should have its bearing on accelerating and mobilizing all efforts on the part of the State and governmental and popular agencies to free Egypt from the scourage of illiteracy, the Circular described the endeavours of the Ministry of Interior in this respect emphasizing the importance of responding to the Ministry's request for enrolling illiterate night guards in villages and rural localities in the regular classes opened by the Ministry of Education for fighting illiteracy.

Explaining the role of night guards in villages, the Circular said these guards act as local leaders. Teaching them to read and write would encourage the local population to flock to literacy classes, the Circular added.

In conclusion, the Circular indicated the bodies responsible for providing literacy programs to night guards.

REPORTS

66. 'Awad, Tewfik, "Report on the Eradication of Illiteracy and Adult Education in 1976/77-1977/78", (Taqreer 'an Mahwu Al-Ummiyyah Wa-Ta'leem Al-Kibaar 'Aamai 1976/77-1977/78), Cairo, Center of Educational Documentation and Information, National Center for Educational Research, 1979, 13 pages.

- Report compiled in collaboration with a committee from the Directorate.

The report began with a review of the Ministries, governmental and non-governmental organizations and bodies either responsible for or taking part in literacy campaigns.

It also reviewed the laws and regulations applicable to literacy campaigns and adult education and specified the sources financing these campaigns.

The report, further, mentioned the pertinent figures showing the quantitative development of illiteracy in Egypt in 1976/77 and described the passive incentives given to illiterates if they fail to report to literacy centers and classes.

Dealing with instructors of both sexes, engaged in literacy activities, the report mentioned their qualifications, the number of full-timers, part-timers and volunteers and the remunerations and incentives paid to them. The report, further, reviewed the courses taught in literacy classes, described their aims and mentioned the duration of the two stages of education involved. It explained the reason for dividing education into two stages and described the method of assessing learners at the conclusion of the course.

Dealing with the plan devised for fighting illiteracy, the report defined its aims, specified its duration and described the stages of its implementation. It described, as well, the extent of cooperation received on the part of national, regional and international organizations in carrying out the fight against illiteracy.

In conclusion, the report dealt with adult education as a matter separate from literacy campaigns.

EVALUATION SYMPOSIA

67. "Academic Symposium on Evaluation as a Prelude to Educational Development", (Al-Nudwah Al-'Ilmiyyah hawl Al-Taqweem Ka-Madkhal Li-Tatweer Al-Ta'leem), Cairo, December 4, 1978 through December 7, 1978, "Symposium's Works", (A'maal Al-Nudwah), Cairo, National Center for Educational Research, 1979, 120 pages.

In an introduction to this document, the Minister of Education reviewed the basis of educational development and explained the efforts exerted in the field of evaluation as a prelude to educational development.

The text of the document follows in five sections.

Section 1 contains papers and research read in the symposium on basics of evaluation. Subjects specifically covered by the papers include: principles of evaluation, methods of evaluating the educational process, education and evaluation as two open systems, evaluation and development of educational aims and, lastly, aims and evaluation in Egyptian education.

The second section contains research on the present status of evaluation and the methods of developing it. Two critical studies are included in the section, one dealing with the current methods of evaluation and the other with the role of general secondary examinations in developing mathematics curricula.

Section 3 contains two studies on the role of evaluation in developing certain aspects of curricula. One study deals with the role of evaluation in developing school curricula and the other with the role of evaluation in developing text books.

The fourth section reviews experiments and examples dealing with the development of evaluation systems and offers two suggested objective tests in sciences for the sixth year primary and mathematics for second year primary.

The symposium's final report as well as the suggestions advanced and recommendations adopted are contained in the fifth and last section.

EXAMINATIONS

Awness - Causes

68. Mohamed, 'Abdul Rahman, "Elimination of Examinations' Nervous Tension", (Izalat Al-Tawattur Al-'Asabi fil-Imtihanaat), "Al-Ahram" newspaper, 105th Year, Issue No. 33765, (May 22, 1979), p. 7.

After saying that the present systems of education are responsible for the state of tension and anxiety from which pupils suffer during examination time, the writer explained the causes of anxiety and tension accompanying examinations.

In the writer's opinion, these causes are mainly attributed to the systems of teaching and memorization, school curricula, the system of inspection, physical and social circumstances surrounding the pupil, health and psychological factors and family's history in sensitivity to anxiety and tension.

The writer then said that the family and the society are responsible for the provision of an atmosphere of calm and tranquillity and in insuring for the pupil a state of psychological, social and family stability.

In conclusion, he said that with sympathy, encouragement and kindness, the pupil could get over this feeling of aweness at examination time.

Instructions and Guidelines

69. Dunia, Hamed, "Days Ahead of Examinations", (Qabla Ayyam min Al-Imtihanaat), "October" magazine, 3rd Year, Issue No. 129, (April 15, 1979), p. 17.

In this press coverage, the writer gave an account of the discussions which took place at the Teachers' Association in the course of which teachers discussed their role in resolving the problems of pupils at the time of examination, revising the curricula with pupils some time ahead of the examination and devising programmes for training pupils on the exemplary method for answering examination questions.

After reviewing the directives circulated by the Ministry of Education among inspectors and officials responsible for putting the examination questions, the writer drew a comparison between subjective examination questions and questions designed for measuring the pupil's comprehension, understanding and assimilation of curricula. He, also, dealt with optional examination questions, pointing to their significance in examinations.

Concluding his press coverage, the writer called for a reconstruction of the system of examinations in Egypt with the aim of rendering it more adequate for measuring pupils' abilities.

EXPATRIATE PUPILS

Admission

70. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 30 Dated May 6, 1979 in Connection with Admission of Expatriate Pupils to Egyptian Schools", Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1979, 1 stencil page.

At the outset, the Circular referred to the provisions contained in Ministerial Resolution No. 126 of 1978 and Circular No. 16 issued on February 26, 1979 in connection with the prescribed procedure for enrollment of expatriate pupils (coming from Arab and foreign countries) in Egyptian schools through the exclusive channel of the Ministry of Education's Department of Expatriate Pupils.

After stating that violations of these procedures were occasioned on the part of some governmental and private schools, the Circular described the measures taken with pupils entering such schools through channels other than the prescribed Department.

The Circular then indicated the steps to be taken in the future in compliance with these regulations, pointing to the harm befalling both the pupil and the school in the event any provision contained in the Circular is violated.

EXPERIMENTAL SCHOOLS

Establishment

71. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 76 Dated April 17, 1979 in Connection with the Establishment of Experimental Schools Annexed to Faculties of Education", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 4 stencil pages.

This Resolution consists of nine articles.

The first article indicates the manner in which experimental schools are chosen and explains the role of the respective Directorates of Education and Faculty of Education in each Governorate.

Article 2 sets forth the aim contemplated from the experimental schools.

In Article 3, the duties and responsibilities of the Faculty of Education towards these schools are defined.

Articles 4 and 5 are concerned with the creation of a School Council in each experimental school opened in a Governorate. They also define the functions of the School Council.

The sixth article sets forth the dates on which the School Council is required to meet each month and the rules governing validity of its meetings and resolutions.

Article 7 fixes the remunerations payable to each member of the School Council in respect of each meeting attended.

In Article 8 provision is made for the constitution of a Supreme Council for Experimental Schools at the Ministry's level.

The ninth article provides for the implementation of this Resolution and fixes its effective date.

FACULTIES AND UNIVERSITIES

72. Amin, Mustafa, "Notion: A Technological University", (Fikrah: Jami'ah Teknolojiyyah), "Al-Akhbar" newspaper, 27th Year, Issue No. 8420, (June 10, 1979), p. 12.

Following a review of the experiments of advanced countries in building specialized technological universities, the writer highlighted the role of these universities in bringing out specialized engineers.

The writer then reviewed, by way of contrast, the conditions in Egyptian universities, saying that faculties of engineering are handicapped because of their inefficient equipment and shortage in professors.

He called for the establishment of an engineering technological university which would keep abreast with scientific progress and contribute towards the development of the existing industries in Egypt.

Concluding his article, the writer reviewed the experiment of (South) Korea which stepped up its scientific progress and industrial development enabling it to compete with the industrially-advanced countries.

Aims and Development

73. Darwish, Mahmoud, "The Egyptian University and the Modern University", (Al-Jami'ah Al-Misriyyah Wal-Jami'ah Al-'Asriyyah), "Al-Ahram" newspaper, 105th Year, Issue No. 33746, (May 2, 1979), p. 7.

After describing the features of our present age, the writer explained the responsibilities laid upon university leaderships in adjusting all regulations in such a manner as to make them more of a motivating drive than of an obstacle. In this connection, he underlined the importance of planning university education on sound basis, with the assistance of illuminating statistics on the country's needs to all kinds of technical specializations. Universities should emphasize technology, the writer said.

Dealing with the university's function in the society, he said that all barriers separating universities from executive and industrial agencies should be removed. University curricula should pay attention to the Egyptian deserts and their population, since deserts constitute Egypt's untapped resources.

The writer then explained the ideal method of teaching in universities, adding that the biggest task of the university is to build the Egyptian modern man who is capable of using his brains for the benefit of his country.

Concluding his article, the writer explained the role of students associations and university fraternity groups in this respect.

Egyptian Universities - Admission Problems

74. El-Sebaei, Labib, "The Problem of Admission in Universities and Twenty Years of Waiting for a Solution", (Mushkilat Al-Qabul Bil-Jami'aat Wa-'Ishrin 'Aaman fi Intizaar Al-Hall), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 568, (April 15, 1979), pp 56-57.

Dealing with the different proportions of the problem of admission in universities, the writer said that admission should be made on the basis of the majors most needed by the State for its production and development plans.

The writer then said that university professors are assuming heavy responsibilities in all newly-opened universities, reflecting adversely on demonstrators who are working on post-graduate studies and on assistant professors.

He also discussed the problem of shortage in faculty members and indicated its effect on universities.

In conclusion, the writer said that holders of secondary certificates failing to enter universities should be made use of in training and technological institutes. He advocated the idea of preparing a thorough study on the methods of admission and distribution of students on the various faculties with the aim of evaluating these methods and devising healthier ones.

FACULTIES OF MEDICINE

Establishment

75. Abaza, Farouk, "Prescription for the Success of Faculties of Medicine in Provinces", (Rushettah li-kai Tanjah Kulliyyaat Al-Tibb fil-Aqqaleem), "Al-Musawwar" magazine, (May 4, 1979), p. 31.

The writer began his article saying that any attempt at opening new faculties of medicine in Egyptian provinces should be preceded by thorough planning and provision of all scientific and human potential needed.

In this respect, he quoted the President of the Medical Association who said that provincial faculties of medicine already opened are suffering from lack of possibilities. The President added that no new faculties should be contemplated until a suitable building has been chosen, a qualified faculty has been recruited and highly-equipped medical laboratory and facilities have been provided. Otherwise, the standard of graduates would be affected, he added.

In a further interview, the President of Zagazig University described how the Faculty of Medicine in his University has been built, equipped and manned independently. Its staff of professors are all full-timers and are not seconded from any other faculties.

The President of Zagazig University added that a fully-equipped provincial faculty of medicine opens vast opportunities of research before local doctors. By way of example, the President mentioned the fields of specialization chosen by post-graduate physicians for their M.A. and Ph.D. work.

76. El-Diwani, Khalil Mustafa, "The Story of a Provincial Faculty of Medicine", (Hikayat Kulliyyat Tibb Iqlimiyyah), "Al-Akhbar" newspaper, 27th Year, Issue No. 8414, (June 3, 1979), p. 5.

In this article, the writer reviewed the discussions in the Egyptian University Council over the establishment of provincial faculties of medicine.

Those in favour said that these faculties make medical services readily available in provinces and save students the trouble of commuting or staying in hostels if they are compelled to study medicine in distant cities.

Opponents said that any hurried plans to establish provincial faculties of medicine without providing the necessary human and material possibilities would only result in a low standard of graduates.

The writer himself advocates the establishment of provincial faculties of medicine, provided all planning and preparations are completed, all equipment provided and all staff appointed before any such new faculties is opened. In this connection, he cited the example of the Faculty of Medicine of Suez Canal University which will not open before 1982 when all preparations have been completely made.

Functions

77. Mustafa, Mahmoud Helmi, "The Role of Universities and the Era of Peace", (Dawr Al-Jami'aat Wa-Marhalat Al-Salaam), "Al-Akhbar" newspaper, 27th Year, Issue No. 8415, (June 4, 1979), p. 5.

After reviewing the sufferings endured by Egypt and the Egyptian people as a result of its four wars with Israel and indicating the impact of the Peace Treaty on ending hostilities with Israel, the writer described the anticipated role of Egyptian universities in the country's economic, social and political development and in facing the challenges dictated by the peace era.

He then reviewed the experiment undertaken in the 1960's by the University of Assiut in contributing towards the resolution of the society's problems, saying that, in the era of peace, provincial universities in Egypt should accept the challenge of modern technology and introduce post-graduate studies for their graduates.

Universities should also play an important role in offsetting the biased propaganda campaign waged by Arab countries against Egypt, he added.

In conclusion, the writer stressed the need for enforcing discipline in universities, such being a prerequisite for the performance of their task in the era of peace.

Higher Education - Faculty of Islamic Art

78. El-Sadr, Sa'id, "Faculty of Islamic Art in Al-Azhar University", (Kulliyyah Lil-Funun Al-Islamiyyah Bi-Jami'at Al-Azhar), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9262, (May 8, 1979), p. 5.

Following an introduction on the long history of Islamic art in Egypt and the impact of Islamic civilization on the world's sciences, art and humanities, the writer reviewed the efforts exerted by Egypt for developing Islamic and Arab art and sciences and indicated the benefits accruing to the Arab Nation as a result of such endeavours.

The writer then proposed the establishment of a faculty of Islamic art in the University of Al-Azhar adding that more Azhari faculties should be established throughout Egypt to generate more interest in Egyptian art traditions, both locally and internationally.

Higher Education - Helwan University - Development

79. 'Abdul Fattah, 'Abdul Razek, "Establishment of Helwan University; Plan for Developing Higher Education in Egypt", (Inshaa Jami'at Helwan; Khuttah fi Tatweer Al-Ta'leem Al-'Aali fi Misr), "Dirasaat Wa-Buhuth", (Studies and Research), Vol. 2, Issue No. 1, (May 1979), pp 13-27.

Following a general introduction on man's need to technology and on the big gap between developing and developed countries to which is attributed the present poverty prevailing in the former countries, the writer said that the system of education and the proper administration have been instrumental in enabling advanced countries attain their present level.

Dealing with Helwan University, the writer related its history since its establishment in June 1975. Heretofore, the University's faculties were an assortment of widely scattered institutions affiliated to the Ministry of Education. Since June 1975, they were combined to constitute Helwan University.

The writer then described the difficulties encountered by the University at its initial stage which consisted in administrative difficulties occasioned in the inauguration stage, selection of staff, the fact that a large percentage of the staff was not Ph.D. holders, and the physical dispersing of faculties in different parts of Cairo.

After explaining the steps taken to overcome these difficulties, the writer elaborated the general philosophy of Helwan University and the measures taken to develop its plans and academic programmes.

In conclusion, he related the University's progress in providing faculties with the required equipment.

Independence

80. 'Aref, Mahmoud, "Required: Independent Faculties and Each University Having its Own Law", (Al-Matlub Istiqlaal Al-Kulliyyaat wa-an Yakun Li-Kull Jami'ah Qanunuha; Akhbar Al-Jami'aat), "Al-Akhbar" newspaper, 27th Year, Issue No. 8399, (May 16, 1979), p. 12.

At the beginning of his article, the writer interviewed the Dean of the Faculty of Engineering, Cairo University, who stressed the need for effecting a change in the policy of general and university education, saying that the amassing of students in universities has had an adverse effect on their academic standard. The Dean, further, stressed the need for paying more attention to technical education in universities.

Commenting on the free education offered in Egyptian universities, the writer said that this privilege should be denied to failing students. Any repeats, should be required to defray their educational expenses, he added, explaining how this would reflect on university education.

Dealing with university independence, he explained what this would mean and entail, adding that each university and faculty should have its own law and budget.

Elaborating on the resolution whereby the Minister of Education delegated his authorities to Presidents of Universities, the writer said that a series of delegations should be effected, passing the Minister's authorities to deans of faculties and Councils of Departments.

Concluding his article, the writer emphasized that deans of faculties should be elected rather than appointed and explained the procedure involved in such election.

Members of Teaching Bodies - Promotions

81. Gaballah, Fawzi, "From the Members of the Teaching Bodies of the Faculty of Medicine, Cairo University to the President of the Supreme Council of Universities", (Min A'daa Hayaat Al-Tadrees Bi-Tibb Al-Qahirah ila Raees Al-Majlis Al-A'laa Lil-Jami'aat), "Al-Akhbar" newspaper, 27th Year, Issue No. 8411, (May 30, 1979), p. 3.

Commenting on Article 70 of the Drafted Universities' Law which provides that teaching jobs in universities would be occupied after advertising in newspapers, the writer said that this provision would prejudice the principle of equal opportunity and result in depriving teaching bodies of the required stability, apart from the resulting lack of cooperation among faculty members.

The writer then indicated that a certain percentage of university professors would be harmed if such provision is carried out.

In his opinion, each university should have an adequate number of job classifications for professors, assistant professors and teachers which should be occupied by a normal process of promotion rather than the suggested process of advertising in newspapers. In his view, such advertising will not produce the required result of raising the academic standard of professors.

Concluding his article, he called for deletion of the proposed Article 70 from the Universities' bill.

Teaching Bodies - Demands

82. 'Aref, Mahmoud, "Development of Universities' Law is not the Responsibility of Professors Alone", (Tatweer Qanun Al-Jami'aat la Yasna'uhu Al-Asatiza Wahdahum), "Al-Akhbar" newspaper, 27th Year, Issue No. 8411, (May 30, 1979), p. 12.

After stating that university councils are preoccupied with discussion of the new Universities' Law, the writer observed that universities are more concerned with professors than with demonstrators and teachers.

Focussing on the latter group, he said that the future of university education depends on demonstrators and teachers. New universities, whether in cities or in provinces, rely heavily on this group of academic staff.

In the opinion of the writer, every effort should be made to assist demonstrators and teachers in their post-graduate work abroad.

Concluding his article, the writer said that demonstrators and teachers should be represented on university councils in order to make their voice heared by the responsible officials.

Teaching Bodies - Organization

83. 'Issa, 'Ali Ahmed, "Professors Devoting their Full Time to Universities; A New Vision", (Tafarrugh Asatizat Al-Jami'aat; Rouyah Jadidah), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9262, (May 8, 1979), p. 5.

Following an introduction on the reasons why university professors are unable to devote all their time to university work, the writer said that the very nature of the job of a professor requires him to keep abreast with scientific progress and to spend long hours in his office reading or doing research work in the laboratory.

He then described the important role teachers are expected to play in meeting students either individually or in groups to help solve their problems.

The writer then enumerated some of the professional diseases to which professors are exposed and explained their causes.

Referring to the private clinics and engineering offices maintained by medical and engineering professors, the writer said that private practice helps professors acquire more practical experience which is injected in their lectures.

Concluding his article, the writer suggested that graduating students should be required to spend a number of weekly hours in specialized offices, clinics and pharmacies for a pre-graduation training under the direct supervision of their respective professors.

Teaching Bodies - Promotions

84. El-Gamal, Yehia, "To Guard against Recurrence of Struggle in our Universities", (Hatta la Ya'ud Al-Siraa' Li-Jami'aatuna), "Al-Ahram" newspaper, 105th Year, Issue No. 33777, (June 3, 1979), p. 7.

The writer objected to the provisions of Article 70 of the projected Law regulating universities and currently reviewed by the Supreme Council of Universities, saying that academic posts should not be occupied through advertisements placed in the press. This provision, in the opinion of the writer, constitutes a relapse and gives rise to cut-throat struggles and competitions between university professors, reflecting, naturally, on the academic standard.

In this connection, the writer reviewed the provisions of Law No. 49 of 1972 which made promotion to higher posts in universities contingent upon competence and academic merit.

The writer then reviewed some contradictions in the organizational structure of universities and advanced proposals for elimination of such deficiencies.

After indicating the effects of appointing large numbers of demonstrators and teachers in universities, he said that all university faculty should enjoy a feeling of stability and tranquillity, reflecting on their performance,on students and on academic work.

Universities - Educational Television

85. El-Sa'dani, Mohamed, "For the First Time in Egypt, Closed Circuit Television in the Faculty of Commerce, Cairo University", (Li-Awwil Marrah fi Misr Dawair Televisionniyyah Mughlaqah fi Tijarat Al-Qahirah), by Mohamed El-Sa'dani and Mona Mohamed Soliman, "Al-Shabab Wa 'Ulum Al-Mustaqbal" magazine, 2nd Year, Issue No. 9, (April 1979), pp 20-22.

The writers described the experiment undertaken by the Faculty of Commerce of Cairo University in installing closed circuit television equipment in the anditoriums and explained the advantages to teachers and students as a result of this new device.

After indicating that this experiment has been effective in checking private tutoring, the writers mentioned the bodies responsible for the operation of this system and praised the technique of using slides in connection with the TV programmes.

The writers then stated that the TV should not result in loosening the relation between the professor and his students, adding that the student-professor relationship is vital in university life.

In conclusion, the writers called for spreading this experiment in all universities.

Universities - Regulations and Legislations

86. Tajuddin, Mohamed 'Awad, "Universities' Legal Stability", (Al-Istiqrar Al-Qanuni fil-Jami'aat), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9294, (June 9, 1979), p. 5.

Commenting on the new bill regulating universities, the writer underlined the importance of giving professors a feeling of stability and security. He mentioned that the proposed bill involves harmful effects on universities and professors.

The writer then explained certain aims envisaged by the bill purporting to encourage scientific research and creativeness.

Two particular remarks were made by the writer, one concerning the professors' full time devotion to academic research and one concerning the requirements for promoting university teaching bodies as provided in the new bill. The writer called for a reconsideration of the pertinent Article governing promotions.

87. Moussa, Gamaluddin, "Concerning the Universities' Law: Advertising Vacancies in Teaching Jobs Is Necessary", (Hawla Qanun Al-Jami'aat: Al-I'laan 'an Wazayif Hayaat Al-Tadrees Darouri), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9308, (June 23, 1979), p. 5.

Commenting on the stipulation in the drafted universities' Law that vacant teaching jobs must be filled by way of advertising in the newspapers for selecting the most efficient candidates, the writer began with reviewing the various views expressed by professors then showed the effects of automatic promotion to higher teaching jobs without any prior advertisement.

After indicating the advantages of the new system in encouraging active teachers in provincial universities, the writer said that promotion through advertised contests would open the academic doors before everybody and would avail highly-qualified elements of a fair chance for promotion and progress.

Universities - Regulations and Legislations - Remarks

88. Ahmed, Farghali Gad, "Remarks on the Proposed Amendments to the Law of Universities", (Mulahazaat hawl Al-Ta'dilaat Al-Muqtarahah Li-Qanun Al-Jami'aat), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9290, (June 5, 1979), p. 5.

Commenting on the discussions evolving around the bill on the development of universities in which all faculties and universities are taking part, the writer said the new bill is unfair to demonstrators and assistant professors who assume the heavy burden in university work and academic research. Salary-wise, the bill does not do justice to these categories of academic staff.

The writer called for a re-consideration of the bill and for the payment of higher remunerations for correcting examination sheets and overtime.

Concluding his article, he advanced some suggestions concerning M.A. and Ph.D. students on the one hand and demonstrators and assistant professors on the other.

University Education - Development

89. El-Sebaei, Labib, "In the Era of Peace, Does University Education Need a New Strategy", (Fi Marhalat Al-Salam ... Hall Yahtaj Al-Ta'leem Al-Jami'i ila Istratijiyyah Jadidah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 569, (May 1, 1979), pp 44-45.

The writer began his article saying that the peace treaty between Egypt and Israel will produce political, economic, social and cultural changes.

He then reviewed the aims of university education and their bearing on the intellectual, professional, social, spiritual and health promotion of the student's personality.

He, further, indicated their bearing on the society and underlined, as well, the importance of proper educational planning both to students and the society and the teaching bodies. In this respect, he enumerated the functions performed by universities not only in dissiminating knowledge but also in scientific research and public service.

Moving to university problems, the writer mentioned some of the problems facing students, teaching bodies, educational policies and administrative duties.

In conclusion, he pointed to the need for reforming university education and showed how such reforms reflect beneficially on the individual and the society.

90. El-Nashshar, Mohamed Hamdi, "Structures and Patterns of University Education and Development of University Education in Egypt", (Hayakel Wa-Anmaat Al-Ta'leem Al-Jami'i Wa-Tatawwur Al-Ta'leem Al-Jami'i fi Misr), Cairo, National Council of Education's Sub-committee on University Education, 1979, 267 pages.

This study is divided into seven principal chapters.

The first deals with the beginnings and development of university education in Egypt.

Chapter 2 covers a wide array of subjects, including the development of university education's structures and patterns in the last forty years, the procedure for occupying leadership jobs in universities, the organizational structure of the university, the syllabi and post graduate studies, university independence and autonomy, scientific research and the relationships between the university and the society over this period. It also reviews some achievements and major problems connected with university education.

The third chapter deals with the specialization structure of students actually enrolled in Egyptian universities and expected to graduate in the future and the prospects of providing them with efficient employment.

Chapter 4 deals with organizational patterns and structures of universities as to their set-up and their relations with the authorities. It also deals with the universities' academic units and the organizational structure and systems of post graduate studies.

In the fifth chapter, reference is made to academic and educational patterns as they pertain to types and levels of study, systems and programmes involved and methods of evaluating students' academic progress in universities.

Chapter 6 contains the writer's recommendations, most of which revolve around devising solutions for existing problems in university education.

The seventh and last chapter contains tables and statistics indicating the development in enrollment, faculty and budgets in each respective university.

University Education - Post Graduate Studies - Development

91. El-Sebaei, Labib, "Development of Post Graduate Studies: Is It the Beginning of University Reform?", (Tatweer Al-Dirasaat Al-'Ulia: Hall huwa Bidayah Li-Islah Al-Jami'aat?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 567, (April 1, 1979), pp 42-43.

This article deals with the actual state of post graduate studies in Egyptian universities and indicates to what extent the existing number of professors and teachers is adequate to meet their needs.

It also indicates certain problems, arising from the failure by Egyptian scholars despatched abroad to return to the Motherland after completing their studies.

The writer went on to discuss the problem of inadequate financial appropriations allocated for post graduate studies and pointed to the manner in which this problem may be overcome. In this connection, he referred to the initiatives experienced in recent years for developing substitute methods whereby post graduate studies and research could be activated. Here, he mentioned the Centre of Higher Studies opened in the University of Alexandria and the Engineering Sciences Laboratory in Cairo University and described the role of international organizations in financing the latter.

After giving statistical data on the number of demonstrators in the different faculties, the writer explained the extent to which they could meet the university's future needs to professors in post graduate work.

In conclusion, he gave some recommendations on bolstering the existing post graduate machineries in each university saying that some coordination should be worked out between these machineries and some link could be established between post graduate studies and the State's needs to specialized graduates. The recommendations underlined the need for boosting university libraries and making better use of them.

University Education - Reform

92. El-Sebaei, Labib, "Independence of Universities, Policy of Admission and Questions of University Education in 8 Years", (Istiqlal Al-Jami'aat Wa-Siasat Al-Qabul Wa-Qadaya Al-Ta'leem Al-Jami'i fi 8 Sanawaat), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 571, (June 1979), pp 46-47.

At the beginning of his article, the writer explained the concept of university independence and the factors underlying any reform within the university educational system. He also explained the criteria of evaluation which should be adopted in any reconsideration of university education planning.

The writer then described the development of university budgets between 1971/72 and 1979 and the increase in the number of students admitted in universities during the same period, adding that in 1976/77, a policy of rationalization was observed in admission for considerations mentioned by the writer.

In conclusion, the writer reviewed the broadlines of the new law drafted for universities, citing its provisions concerning university security, students associations, faculty training programmes and selection of scholarship recepients.

The University Guard

93. El-Sebaei, Labib, "University Guard: Maintenance or Abolition; A University Issue", (Al-Haras Al-Jami'i bayna Al-Ibqaa Wal-Ilghaa; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 572, (June 15, 1979), pp 44-45.

After reporting a recent resolution by the Supreme Council of University on the re-instation of the University Guard under the new denomination of "University Security", the writer explained the factors which led to the failure of the machineries entrusted with the task performed earlier by the abolished University Guard.

In this connection, he interviewed the Vice-President of Cairo University on certain incidents which were occasioned in the laboratories and installations of some faculties, student dormitories and athletic installations and on the general framework and underlying principles of the new Security machinery. The Vice-President also explained how the new Security agency would collaborate in a team spirit and surmount all difficulties encountered in the course of its task.

In a further interview, the Secretary-General of Cairo University dealt with the different categories of people who would be trained on the tasks of security maintenance at universities and explained the provisional measures to be taken by universities pending the constitution of the University Security machinery.

University of Sinai

94. 'Ammar, El-Sayyed, "The University of Sinai is a Major Step in Re-construction", (Jami'at Sinaa Khutwah Asasiyyah Lil-Ta'meer), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9312, (June 27, 1979), p. 5.

The writer began his article saying that following the 1952 Revolution, many universities were established in Egypt and were built on the narrow green belt of the Nile. He explained the consequences of encroaching on agricultural land.

As to the projected University of Sinai, he said that this University would play an important role in intensifying reconstruction and rehabilitation work in the Peninsula. By way of example, he mentioned that Universities and research centers are built in the deserts of the United State and in the freezing regions of Canada and the Soviet Union.

Rendering some ideas for the rehabilitation of Sinai, the writer said that the University's teaching staff should be given free of charge pieces of land in Sinai for developing them. Children of farmers in the Peninsula should be admitted unconditionally to any faculty chosen by each. Graduates of the University should be required to live and work in Sinai, contributing towards its rehabilitation.

FREE EDUCATION AND EQUAL OPPORTUNITIES

95. El-Surdi, 'Abdul Sattar, "Free Education in Egypt", (Al-Ta'leem Al-Majjani fi Misr), "Al-Ahram" newspaper, 105th Year, Issue No. 33746, (May 2, 1979), p. 7.

At the beginning of his article, the writer drew a comparison between the conditions of education in Egypt thirty years ago when Dr. Taha Hussein, the then Minister of Education, said that education should be as free as water and air and the present conditions of education when the phenomenon of private tutoring has dealt a detrimental blow at free education, then said that pupils in our days are competing for obtaining high scores.

Competition for high scores is the principal cause for the widespread phenomenon of private tutoring in schools, some university faculties and among children of craftsmen who can afford the expense. The whole principle of equal opportunities in education has been undermined by this phenomenon, the writer added.

Commenting on the recent measure taken by the Tax Administration to subject income from private tutoring to taxation, the writer said that any incrimination of private tutoring would bring about its decisive end.

GENERAL SECONDARY EDUCATION

Methods of Memorization

96. Jaheen, Mohamed, "Signposts to Success in General Secondary Examination", (Ma'alim Tariq Al-Najah ila Al-Thanawiyyah Al-'Aammah), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9270, (May 16, 1979), p. 11.

At the beginning of his article, the writer said that General Secondary Certificate Examinations are responsible for the tensions suffered by pupils sitting for them. He attempted to explain the reasons for such tensions adding that fruitful memorization, comprehension and assimilation need peace of mind.

The writer then explained the optimum method of memorization conducive to prompt comprehension. This method calls for the preparation of a schedule for studying, the provision of a suitable atmosphere for working, the comprehensive reading of each subject as a whole, the allowance for breaks between periods of study for ensuring better assimilation, the early rise from bed and the listening to relaxing music before going to examinations. In the opinion of the writer, the foregoing formula would produce a good result and a high score.

THE HANDICAPPED

97. 'Abdul Muttalib, Ahmed Mahmoud Mohamed, "A Comparative Study on the Education of the Bodily-Handicapped in the Arab Republic of Egypt", (Dirasah Muqaranah Li-Tarbiyat Al-Mu'awwaqun Badaniyyan fi Jumhuriyyat Misr Al-'Arabiyyah), Cairo, Faculty of Education in Assiut, 1979, 367 pages.

- Dissertation presented to the Faculty of Education, Assiut University for obtaining the degree of M.A. in Comparative Education.

This thesis consists of nine chapters.

In the first chapter, the writer reviewed the problem of bodily-handicapped children and indicated its volume in the world in general and in Egypt in particular.

In Chapter 2, he described the progress made in teaching the blind and the deaf in the U.S.A., England and Egypt throughout history and till our day.

Chapter 3 deals with the psychological characteristics of the blind and the deaf, including their rate of intelligence, perception, imagination, individual and personal differences and ability to adjust. The writer also mentioned some of their psychological needs.

In the fourth chapter, he reviewed the principles and aims of teaching the bodily-handicapped and the necessary school systems developed for teaching these categories. The writer, further, reviewed the curricula, teaching methods and educational aids involved in the teaching of the handicapped as well as the methods adopted in training teachers of handicapped pupils.

Chapter 5 dealt with the administration and finance of special education schools.

In the sixth chapter, the writer reviewed the different educational institutions responsible for the education of the bodily-handicapped and mentioned the conditions of admission in such institutions.

Chapter 7 dealt with the methods applied in the Arab Republic of Egypt for training teachers of the blind and deaf.

The eighth chapter dealt with the school curricula and the general trends inherent in them and the school's financial and material possibilities.

In the last chapter of his dissertation, the writer reviewed his conclusions and proposals concerning institutions, curricula, teacher training, school administration and financing, all pertaining to the education of the bodily-handicapped children in Egypt.

HANDICAPPED PUPILS

Care For

98. Ibrahim, Naiylah Mohamed, "Handicapped Children Recover their Beautiful Smile on the Occasion of the International Child's Year", (I'adat Al-Basmah Al-Mushriqah ila Shifaah Al-Atfaal Al-Mu'awwaqeen Bi-Munasabat Al-'Aam Al-Dawli Lil-Tifl), "Al-Shabab Wa-'Ulum Al-Mustaqbal", 2nd Year, Issue No. 11, (June 1979), pp 22-24.

The writer began her article describing the extent of interest shown in children by different states, organizations and institutions on the occasion of the International Child's Year and reviewed the reasons justifying the extension of care to handicapped children through providing them with the opportunity of leading a normal life. In this connection, she cited the practice followed in France as reported in some French newspaper, then pointed to the role played by the competent Ministries (of Health, Social Affairs and Education), organizations, institutions, associations and individuals in caring for the handicapped and enabling them to pursue their study in a normal health, social and educational atmosphere.

In conclusion, she listed names and addresses of centers, associations and institutes which are in a position to help children suffering from chronic diseases or who are handicapped.

ILLITERACY

Problems

99. Khater, Mohamed Rushdi, "The Problem of Illiteracy in Egypt; Its Causes and a Proposed Plan for Overcoming it", (Mushkilat Al-Ummiyyah fi Misr; Asbabuha Wa-Khuttah Muqtarahah Li-'Ilajiha), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st Year, Issue No. 3, (May 1979), pp 69-81.

In an introduction to his article, the writer reviewed the present status of illiteracy in Egypt, related its causes, defined the "illiterate", indicated his social level and showed the difference between an illiterate and those who can read and write.

In order to determine the volume of the problem of illiteracy in Egypt, he reproduced comparative figures based on the 1976 statistics showing the number of boys and girls who have had education in university or below university level and their proportion to the number of population, then gave the figures of children who have reached the age of schooling until he came to the category of illiterates.

In the opinion of the writer, illiteracy has several causes in Egypt, including the serious problem of dropouts, the present socio-economic and health problems and the lesser emphasis laid on woman education.

Towards a solution for the problem of illiteracy, the writer advanced some suggestions, being: absorption of all children under compulsory age in schools, formulating a 4-stage plan for overcoming illiteracy and adopting serious step 5 for putting this sound plan into effect.

In conclusion, he proposed curricula suitable for each level of illiterates and reviewed the contents and types of curricula selected for this purpose.

INDUSTRIAL EDUCATION

Needs

100. Ramadan, 'Abdul 'Azim, "Deterioration of Industrial Education", (Tadahwur Al-Ta'leem Al-Sina'i), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9311, (June 26, 1979), p. 5.

Commenting on industrial education and explaining its important role in progress, the writer said that this type of education is credited for creating a class of technicians who represent a middle class between the base of craftsmen and the summit of university graduates majoring in engineering and advanced technology.

He then reviewed the history of industrial education in Egypt since the days of Mohamed Ali, who felt the need for trained manpower in operating governmental plants, and until the July 23, 1952 Revolution which transformed Egypt from a country dependent on agricultural economy to a country with an industrial economy.

The writer, moreover, reviewed the provisions of the Law on industrial education enacted in 1956 and enumerated the educational institutes established thereunder, describing the developments undergone by them.

In conclusion, he called for paying more attention to this type of education and providing it with the necessary possibilities to ensure its utmost efficiency.

INDUSTRIAL SCHOOLS

Establishment

101. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 83 of May 14, 1979 in Connection with Establishment of an Industrial Secondary School Following the 3-Year System for Printing at Embabah, Giza Governorate", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 2 stencil pages.

This Resolution consists of 7 Articles.

Article 1 specifies the duration of study in this school, describes its location and defines the name given to it.

The second article lists the special fields of study offered by this school and the possibilities of further fields of specialization in the future.

Article 3 specifies the Law which is applicable to this school.

The fourth article sets the date for the commencement of study in the three classes and indicates the manner in which pupils are selected in each year.

Article 5 is also concerned with the selection of pupils in the second year following the school's inauguration.

The sixth article prescribes the procedure for working out the curricula and school programmes.

This Resolution is to be published in the Official Gazette pursuant to the seventh and last article.

INTELLECTUAL EDUCATION

102. 'Othman, Mohamed 'Abdul Mohsen, "Intellectual Upbringing", (Al-Tanshiaah Al-Fikriyyah), "Sahifat Al-Maktabah", (Library Magazine), Vol. 11, Issue No. 2, (April 1979), pp 40-49.

Following an introduction on the proper methods for the intellectual upbringing of children in the course of which he defined the task of the school and the home in this respect, the writer explained the function of the school as a social institution and emphasized the need for creating good citizens in the society.

Talking on the advantages of school libraries, he explained their role in upbringing children during the time of schooling and described the respective functions of the librarian and teacher in directing pupils to make good use of the library. He explained the differences between the approach of the teacher and the librarian.

Dealing with examinations, the writer showed how they influence the cultural upbringing of the child and help children mature. He explained the library's attitude towards this problem and how to tackle it.

Talking on the other media of culture, the writer pointed to the advantages of the television, cinema and theatre and emphasized the need for establishing some coordination among them. In this respect, he explained the library's position vis-a-vis these media.

He then explained the function of the library and the home in selecting the material to be presented to youngsters and suggested some material which the library could offer to youngsters in the different age groups as from the age of 8 and until the age of 17, dividing this stretch of ten years into six divisions.

Concluding the article, he described the home's exclusive role in child upbringing during the pre-school age.

Following a summary of his article, the writer made some recommendations dealing with the presentation of balanced material to youngsters, the role of the home in child care, the need to augment cultural requirements to keep pace with population increase, the transformation of school library into a center of cultural radiation and the establishment of some cooperation between the various cultural machineries at the time of planning for the upbringing process.

INTERNATIONAL CHILD'S YEAR

Program

103. El-Sadat, Jihan Anwar, "Speech by the Committee of Child's Year", (Kalimat Lajnat 'Aam Al-Tifl), Supreme Council of Childhood, "The 1979 Child's Year", ('Aam Al-Tifl 1979), Cairo, 1979, pp 3-6.

This speech, delivered on behalf of the Egyptian Committee entrusted with formulating the International Child's Year's programmes, deals emphatically with the children's needs to health and social care today for the benefit of their future life.

Dealing with the Child's Year, the speaker stressed the importance of this occasion in determining the services children would be needing in the future.

The speaker then indicated the importance of peace to the Egyptian child and reviewed Egypt's endeavours for realizing a just peace. In explaining the child's needs in the era of peace, the writer covered the fields of universal education, culture and social care. She called for an increased number of nurseries and for training an adequate number of workers engaged in child upbringing.

Concluding her speech, the speaker called for more child care in the field of health, saying that children need continuous care during the Child's Year and many years thereafter.

Studies

104. Supreme Council of Childhood, "The 1979 Child's Year", ('Aam Al-Tifl 1979), Cairo, 1979, 49 pages.

This book is issued on the occasion of the International Child's Year and contains nine articles dealing with different aspects of this occasion.

The first article consists of the address delivered on the occasion of the Child's Year by the Chairman of the Egyptian Committee entrusted with all matters relative to this occasion.

The child in the Arab Homeland is the topic of the second article.

The third article contains a number of suggestions and ideas dealing with the different fields connected with the International Child's Year.

In the fourth article quotations from famous personalities on the occasion of the Child's Year are reproduced.

The fifth article contains excerpts from the International Bulletin issued in conjunction with the Child's Year.

Article 6 is devoted to an account of the international contacts made for designing an emblem to symbolize the International Child's Year. An attempt was made at explaining what the selected emblem signifies.

The seventh article reviews the contacts made with some international organizations with the aim of securing their participation in some projects dealing with childhood in Egypt.

In the eighth article, a review is made of the various activities connected with International Child's Year performed by the Ministry of Health, the Ministry of Social Affairs and Insurance and the State Information Service.

Major accomplishments by the Ministry of Education on the occasion of International Child's Year are enumerated in the ninth and last article.

LANGUAGE TEACHING

Psychological Principles

105. Sobhi, Sayyed, "The Psychological Bases for Linguistic Training", (Al-Usus Al-Nafsiyyah Lil-Tadribaat Al-Lughawiyyah), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st Year, Issue No. 3, (May 1979), pp 23-45.

Following an indication of the principal axes around which language teaching revolves, the writer dealt with two trends: one purporting that languages is connected with natural and physiological sciences and the other purporting that it is connected with social sciences. Both views were explained, together with the factors underlying each.

The writer then explained the psychological bases for language training and indicated how they may be applied in teaching Arabic to non-Arabic speakers. In this connection, he emphasized the need for paying great attention to the perceptual-epistemological, emotional and psychological-motor aspects of learning, indicating the impact of each of these psychological aspects on the learning process and explaining the bases underlying each training operation.

LAWS AND LEGISLATIONS

See: 8, 12, 52, 61, 65, 70, 71, 101, 114, 117, 119, 124, 136.

LEARNING

106. Dawoud, 'Aziz Hanna, "Introduction to Learning", (Madkhal ila Al-Ta'allum), in "Psychological and Educational Research and Readings", (Dirasaat Wa-Qiraat Nafsiyyah Wa-Tarbawiyyah), Vol. 2, Cairo, The Anglo-Egyptian Bookshop, 1979, pp 1-61.

At the beginning of this essay, the author indicated the importance of subjecting the process of learning to study and analysis and reviewed the aims sought through this research.

In explaining the nature of the process of learning, he indicated its role in developing behavioural habits, inclinations and values and showed how learning relates to the experiences acquired by the individual.

The author, further, reviewed some steps involved in a learning situation, then quoted some definitions of learning as given by psychologists, explaining the factors which influence it.

Dealing with maturity, the writer explained its meaning, underlined the importance of this factor in the learning process and indicated its relation to learning.

In reviewing some experiments conducted on the human child to determine its maturity, the writer dealt with the meaning of motivations and described the relation between motivations and learning. Likewise, he dealt with the characteristics of conduct, psychological and social motivations and the need for security, love, appreciation, success, freedom and discipline.

Other subjects dealt with in the essay include comprehension, inclinations, experience, training, directives, trends and values, all of which were defined by the author who indicated how they relate to and have bearing on learning.

He went on to review the methods adopted in promoting learning efficiency and dealt with learning fixation, whole and part learning, rote learning, reward and punishment and competition and cooperation in learning.

In conclusion, the author explained the theories of learning, particularly conditional, trial and error and insightful learning.

Difficulties

107. 'Othman, Sayyed Ahmed, "Learning Difficulties", (Su'ubaat Al-Ta'allum), Cairo, The Anglo-Egyptian Bookshop, 1979, 52 pages.

Following an introduction on the importance of learning to the nation and the existing relation between learning on the one hand and awareness, determination and taste on the other, the author divided the text of his book into five sections.

In the first chapter, he described the difficulties of learning and indicated that any psychological pressures result in increasing them. He emphasized that any such difficulties should receive early treatment.

A distinction is drawn in Section 2 between learning difficulties and academic retardation. The school's role in dealing with learning difficulties is also explained.

In the third section, the author described the process whereby learning difficulties could be traced and diagnosed. He presented an exemplary method for determining and diagnosing learning difficulties.

Section 4 is concerned with the general principles of therapeutic learning and reviews its nature, context and practices. A programme for applying therapeutic learning in school is reviewed.

In the fifth and last section, the author indicated to what extent learning difficulties and their eventual treatment reflect on the society.

The book ended with a bibliographical list of Arabic and foreign books consulted by the author in preparing his material.

Readings

108. Dawoud, 'Aziz Hanna, "Psychological and Educational Research and Readings", (Dirasaat Wa-Qiraat Nafsiyyah Wa-Tarbawiyyah), Vol. 2, Cairo, The Anglo-Egyptian Bookshop, 1979, 171 pages.

This part of the book includes a number of essays dealing with several educational topics.

After stressing the need for books and articles dealing with educational subjects, psychological information and educational and psychological experience, the writer reviewed the contents of his 3-volume book.

Volume 2 consists of four essays, (all of which are reviewed in this volume of Selected Bibliography).

The first essay consists of a general introduction on education in which the writer defined education, described the nature of the learning process and reviewed some definitions of learning.

In the second essay, he reviewed the scientific principles of education, including its concept, justifications and bases.

The third essay, carrying the title "Psychology of Adult Education", reviews the concept and basics of adult education.

The fourth and last essay deals with the educational requirements of Arab unity. He divided this essay into two parts, the first dealing with background information on Arab unity and the second reviewing the educational requirements under such unity.

LEISURE TIME

Summer Vacations

109. Khairallah, Isma'il 'Abdul Fadil, "How Do our Youth Spend their Leisure Time", (Kayfa Yaqdi Shababuna 'ala Al-Faragh), "Al-Ahram" newspaper, 105th Year, Issue No. 33786, (June 12, 1979), p. 7.

Dealing with the problem of how to make good use of leisure time from which Egyptian youth are suffering in summer vacations, the writer said that the existing public libraries and sporting clubs are inadequate to check this problem. The excessive rise in book prices has added to the intensity of this problem, he said.

In the opinion of the writer, the cultural crisis from which Egyptian youth are complaining could be properly overcome if libraries are established at home, in clubs and in public places, if contests are organized among students and if appealing devices are utilized to generate interest in reading among young men. This, he concluded, would create a new generation bent on learning and interested in culture.

LIBRARY SERVICE

Evaluation

110. Kazem, Medhat, "Evaluation and Library Service", (Al-Taqweem Wal-Khidmah Al-Maktabiyyah), "Sahifat Al-Maktabah", (Library Magazine), Vol. 11, Issue No. 2, (April 1979), pp 13-20.

Following an introduction on the aims envisaged from evaluating library service, the writer reviewed the elements involved in the evaluation process and the considerations taken into account for fulfilling the purposes of such an evaluation.

Talking on the aims of the evaluation process, the writer said there are two categories of aims: special aims which are directly connected with the evaluation process and general aims which are indirectly connected with the process, explaining each of these aims.

The writer then reviewed evaluation methods, laying emphasis on two types of tests: accomplishment and mental. He also explained the conditions to be fulfilled in evaluation methods such as objectivity, test reliability, accuracy and distinction.

After explaining the difference between evaluation and measurement, the writer concluded his article with a talk on the librarian and the need to subject his efficiency to assessment.

MATHEMATICS

Evaluation - Secondary Schools

111. 'Ebeid, William, "The Role of General Secondary Examinations in Developing Mathematics Curricula", (Dawr Imtihanaat Al-Thanawiyyah Al-'Aammah fi Tatweer Manahij Al-Riyadiyyat), Cairo, Center for Development of Science Teaching, 1979, 13 pages.

The writer began his essay with an indication of the importance of General Secondary Education Certificate examinations in the educational system in Egypt, then explained the problem of examinations and their resulting pressures and sufferings and indicated the efforts exerted to face General Secondary examinations.

He then reproduced statistical data on the number of pupils sitting for General Secondary examinations in the three branches, the percentages of succeeding pupils as well as the percentages of those obtaining full mark in modern and traditional mathematics examinations. He compared these rates with those of preceding years and explained the underlying factors influencing them.

The writer that the foregoing results should indicate the need for a revision of the existing mathematics curricula, thus benefitting from examination results in developing curricula.

Concluding his article, the writer re-iterated that the functions of General Secondary Certificate examinations include, inter alia, the revision of the aims sought by teaching mathematics and the reconsideration of their teaching methods.

MINISTRY OF EDUCATION

Accomplishments - Child's Year

112. "Major Accomplishments by the Ministry of Education on the Occasion of Celebrating the International Child's Year", (Ahamm Injazaat Wizarat Al-Tarbiyah Wal-Ta'leem Bi-Munasabat Al-Ihtifaal Bil-'Aamm Al-Dawli Lil-Tifl), The Supreme Council of Childhood, "The 1979 Child's Year", ('Aam Al-Tifl 1979), Cairo, 1979, pp 43-49.

This report consists of three parts.

Part 1 reviews the accomplishments of the Ministry of Education in the fields of child upbringing and education. These include the plans laid by the Ministry for the 1979 Child's Year, the care extended by the Ministry to children in the pre-school level and the endeavours made by the Ministry to open nurseries in language schools in Cairo, Alexandria and Giza as from 1978/79. Plans for spreading nurseries in Egypt and the role played by UNICEF in this respect are also covered in the report.

Other subjects mentioned in this Part include: the Ministry's efforts for securing full absorption in schools of all children under compulsory age, steps taken to issue primary school pupils with school meals with the assistance of some international organizations, plans for opening special classes for handicapped children equipped with the necessary facilities, contemplated plans for expanding basic education, establishment of schools with one single class and issuance of periodicals designed for children.

The second part of the report deals with the educational research conducted within the framework of the National Center for Educational Research. A review is made of the research completed on basic skills and to what extent children leaving primary education continue to retain them. The report, further, reviewed the survey prepared by the Center on the occasion of the 1979 Child Year and described the Center's role in the activities performed by international, regional and local bodies concerned with childhood.

The third and last part is concerned with the activities of the Consultative Office and describes the international contests and exhibitions in which Egyptian children displayed their art work through the Office.

MUSICAL EDUCATION AND PSYCHOLOGY

Teaching Methods

113. Sadek, Amaal Ahmed Mukhtar, "Musical Education: Psychology versus Teaching Method", (Al-Tarbiyah Al-Musiqiyyah bayna 'Ilm Al-Nafs Wa-Tariqat Al-Tadrees), Cairo, 'Aalam Al-Kutub, 1979, 142 pages.

This book falls into eleven chapters.

In Chapter 1, the author reviewed the fields of psychology while the three following chapters were devoted to psychology and teaching. Here, the author dealt with feelings, comprehension and attentiveness.

The fifth chapter entitled "Psychology of Tests", deals with the psychological measurements in general and musical measurements in particular, with an indication of the role of heredity and environment in the musical ability.

Chapter 6 deals with the psychology of learning and indicates the method in which a musical piece is learnt.

In the seventh chapter, the author explained the psychology of growth in the general sense of the word while the eighth chapter is devoted to musical growth, with an indication of the relation between growth and learning.

Personality development through music is explained in the ninth chapter which also dealt with the role of music in developing consideration to other people, the right to listen to music and international understanding through music.

In the tenth chapter, she described the personality traits of a successful musical instructor and reviewed a set of model lessons on musical appreciation.

The eleventh and last chapter is concerned with the relation between musical learning and democracy.

NURSERIES

Establishment

114. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 26 Dated April 4, 1979 in Connection with the System of Work in the Nursery Classes Annexed to Some Teacher Training Colleges or Primary Schools Attached Thereto", Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1979, 4 stencil pages.

This Circular is concerned with nursery classes annexed either to teacher training colleges or to primary schools attached to these colleges. It indicates the procedure for obtaining a permit to open a nursery and specifies the conditions to be fulfilled before such permit is granted.

The Circular also mentions the tools and equipment needed in nurseries, the system of admission, the number of children in each nursery class, the manner in which nurseries are supervised and the task of headmasters and section inspectors in each Educational Directorate in supervising nurseries.

Other topics covered by the Circular include the manner in which mistresses are selected for nurseries and the categories from which they are chosen, the manner in which children in nurseries are supervised, the procedure for selecting a Board in each nursery and the functions of the said Board, the proceeds from tuition fees and the manner in which they are expended and the books and records to be kept by each nursery.

PARENTS' COUNCILS

Organization

115. Riad, Isma'il, "Parents' and Teachers' Councils, Why and How?", (Majalis Al-Aabaa Wal-Mu'allimeen, Limaza Wa-Kayfa?), Cairo, Maktabat Al-Qahirah Al-Hadithah, 1979, 135 pages.

This book is divided into three main parts.

The first part deals with the creation, development and constitution of Parents' and Teachers' Councils which represent different levels and leaderships.

In the second part, the writer reviews the aims of Parents' and Teachers' Councils and the manner in which they establish cooperation between the school and the home. He also indicates how such cooperation could be enhanced and how obstacles could be overcome.

The author deals in the same part with students' needs and student body, then indicates the Parents' Councils' role in students' spiritual, cooperative health and educational matters and in the service of the environment's economic, cultural and social projects.

The third part is concerned with the procedures for organizing Parents' and Teachers' Councils and explains their set-up, characteristics and various guidelines for their proper performance in all undertakings and at all levels.

The writer concludes this part with a review of some of the obstacles and problems encountered by Teachers' and Parents' Councils with practical suggestions advanced for overcoming them.

PERMANENT EDUCATION

Teachers - Training

116. Tewfik, 'Awad, "Continuous Education; Teacher Training within its Context", (Al-Tarbiyah Al-Mustammirrah Wa-Tadrees Al-Mu'allimeen fi Itariha), Cairo, Agency of Documentation and Educational Information, National Center for Educational Research, 1979, 12 pages.

Following an introduction on continuous education, the writer dealt with the traditional methods of education. With the advent of the scientific and technological revolution, birth was given to the concept of perpetual education or life-time learning, the writer added.

He then divided his article into two parts. The first part dealt with the concept of and practices of perpetual education, mentioning in particular the role played by open universities, work universities and learning by correspondence.

The second part of the article is devoted to on-job teacher training within the general framework of continuous education.

Following a brief introduction to this part on the importance of perpetual education for teachers, he dealt with the programmes of training while in service saying that such continuous process of training is most vital for the teacher's continuous professional growth and progress. In this connection, he cited the examples of organized training programmes and self-development practices.

A bibliographical list of references is appended to the article.

PERSONNEL

Encouragement Bonuses

117. A.R.E., Legislations, Laws, Regulations, ... etc., "Ministerial Resolution No. 81 Dated May 13, 1979 in Connection with the General Rules Governing Encouragement Bonuses Due to Ministry of Education's Personnel", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 6 stencil pages.

This Resolution consists of three articles.

The first article sets the conditions to be fulfilled in eligible candidates receiving the encouragement bonus, whether such candidates are teachers, headmasters, school principals, section inspectors in the primary stage or subject inspectors in the preparatory and secondary stages or any equivalent stage.

Article 2 specifies the conditions to be fulfilled in eligible candidates among employees occupying the First Rank or higher executive jobs.

The third article listed the officials in the Ministry and in the Directorates of Education in the Governorates who are responsible for the implementation of this Resolution after fulfilling all requirements involved.

PHILOSOPHY OF EDUCATION

118. 'Ebeid, Ahmed Hussein, "The Educational System's Philosophy and the Structure of Educational Policies; A Comparative Study", (Falsafat Al-Nizam Al-Ta'leemi Wa-Bunyat Al-Siasaat Al-Tarbawiyyah; Dirasah Muqaranah), Cairo, The Anglo-Egyptian Bookshop, 1979, 291 pages.

In an introduction to his book, the author explained the aims sought from writing it and the bearing it has on the spread of educational culture. He also reviewed the problems of the educational system in Egypt.

The text of the book followed in eight chapters.

In Chapter 1, he dealt with the system of education, its philosophy and problems.

Chapter 2 deals with the developments underwent by compulsory education and indicates the considerations warranting its universal imposition. Here, the author pointed to the need for organizing compulsory education in the light of the more advanced educational principles.

The third chapter is concerned with pre-school education. It describes the problems arising from the expansion in nurseries and kindergarten and gives examples obtained from the experience of foreign countries in this field.

In Chapter 4, the author indicated what is meant by primary education and described the developments underwent by this type of education, showing how it differs from preparatory education and indicating the problems faced by it.

The fifth chapter is devoted to secondary education. Here, the writer explains the necessary steps involved in spreading it and describes the experience of other countries in this field.

In Chapter 6, the author dealt with higher and university education, indicated the function of each and described the requisites in students applying to and selected for this type of education. He dealt, further, with university staff and how to insure their proper training and university autonomy and how to safeguard it as well as the circumstances required for such autonomy.

The seventh chapter defines the teacher's function and duty in bringing up good citizens. It also deals with the profession of teaching and indicates the world trends in teacher training.

In the eighth and last chapter, the author summarized the preceding chapters, pointed to the passive aspects in the present status of education in Egypt and called for immediate steps for remedying such shortcomings.

A bibliographical list of Arabic and foreign books consulted by the author is appended to the book.

PHYSICAL EDUCATION

Legislations - Fees

119. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 100 Dated June 13, 1979 for Intensifying Sports, Boy Scouts and Girls Guides Activities", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 7 stencil pages.

This Resolution consists of thirteen articles.

Article 1 determines the additional fees payable by pupils in the various stages of education as from the academic year 1979/80 for sports activities.

The second article indicates the manner in which the proceeds of such fees are distributable.

Article 3 indicated the procedure followed in collecting these fees.

The fourth article defines the items of expenditure in which schools are authorized to use the proceeds of these fees.

Article 5 indicates the procedure for spending the proceeds of such fees by the various Educational Administrations and Directorates in Governorates and the Directorate-General for Physical and Military Education. It also specifies the items of expenditure permissible.

The sixth article subjects all expenditures made from the proceeds to the rules and regulations governing any expenditures made.

Article 7 provides for the creation of a Board of Control in each school and Educational Directorate for supervising the funds collected as sports fees.

The eighth article requires all machineries to restrict their expenditures to the limits of the approved budget.

Article 9 provides that the accounts of the sports fees shall be audited by the competent financial and administrative orientation committees in the respective Educational Directorates.

The tenth and eleventh articles provide that the fiscal year for the funds collected for sports activities shall correspond to the academic year. They also stipulate that a general plan for the activities of physical education shall be prepared by September 1 of each year.

According to Article 12, Directors of Education in the different Governorates and the Director-General of Physical and Military Education in the Ministry may spend from the proceeds of these fees on intensifying athletic life, boy scouts and girls guides.

The thirteenth and last article is concerned with the implementation of this Resolution as from the academic year 1979/80.

Organization of Groups

120. Sudan, Salem 'Abdul Latif, "Impact of Dividing Pupils into Homogeneous Groups as to Age, Height and Weight in Programmes of Physical Education on Motor Ability", (Athar Taqseem Al-Talameez ila Majmu'aat Mutajanisah min haythu Al-Sinn Wal-Tul Wal-Wazn fi Baramij Al-Tarbiyah Al-Riyadiyyah 'ala Al-Qudrah Al-Harakiyyah), "Dirasaat Wa-Buhuth", (Studies and Research), Vol. 2, Issue No. 1, (May 1979), pp 129-134.

Following an introduction on the importance of and the aims sought from his research, the writer described the steps involved in carrying out the research, including the sample selected, the tests conducted and the experiment undertaken.

The writer then analysed the data obtained and the findings reached, indicating in this respect the importance of the division of pupils into homogeneous groups as to age, height and weight in developing their motor ability.

Concluding his research, he advanced some recommendations for eventual adoption, calling for observing the same homogeneous division in physical education, provided teachers are enlightened about its importance and trained on performing such division.

121. 'Eweiss, Mus'ad, "Research on the Physical Fitness of Youngsters and Youth", (Bahth Al-Layaqah Al-Badaniyyah Lil-Nashaa Wal-Shabaab), Cairo, Agency of Sports, National Council for Youth and Sports, 1979, 135 pages.

This research consists of four chapters.

In Chapter 1, the writer explained his method of research and field survey, indicated the reasons for selecting this topic, underlined the importance of the topic from a scientific point of view, defined the problem involved and explained the aim and scope of the research and the tools utilized in compiling the necessary data, as well as the steps taken for developing the research.

Chapter 2 sets the theoretical framework of the research, describes the present condition of physical and sports education in Egypt and points to the importance of this type of education to the human society.

In the same Chapter, the writer reviewed some concepts and expressions used in his research and elaborated on youth centers which act as educational institutions for recreation and utilization of leisure time.

In Chapter 3, he reviewed the results obtained from applying his test to sample members according to the various technical levels.

The research ended with Chapter 4 which contained the writer's findings on the causes for the poor standard of bodily growth, height and weight, the results of the policy of instability in Egyptian system of physical and sports education and the need for detecting the reasons of physical unfitness by the combined work of a group of specialists in all fields.

This Chapter ended with recommendations emphasizing physical fitness and laying down the necessary plans for conducting research and studies on physical fitness.

A bibliographical list of Arabic and foreign reference books consulted by the writer and copy of the questionnaire used in the survey are appended.

POLITICAL EDUCATION

122. Mohamed, Ahmed Fares, "Political Education under the Umbrella of Peace", (Al-Tarbiyah Al-Siyasiyyah fi Zill Al-Salaam), "Al-Ahram" newspaper, 105th Year, Issue No. 33802, (June 28, 1979), p. 7.

Commenting on President Sadat's visit to Jerusalem, the writer said that this visit has created a cultural confrontation between Egypt and Israel.

He went on to say that the Israeli propaganda media and policies of political upbringing have consistently distorted the image of the Egyptian personality in particular and the Arab personality in general in the eyes of Israelis. With the eventual co-existence and direct contacts between Egypt and Israel, several principal facets of the Zionist creed have been abandoned. On its part, Egyptian propaganda media and educational material began distinguishing between Israel and Zionism. Information and educational media in Israel are expected to desist from any further propagation of Zionist principles.

The writer said that a gradual process should be adopted in Egypt in changing the context of text books and propaganda media towards Israel, saying that a sudden change would have a reverse effect on the pupils' deeply inculcated values and concepts and would make them doubt anything they learn.

PRIMARY EDUCATION

Reform

123. A.R.E., National Council of Education, Scientific Research and Technology, "Reforming Primary Education", (Islaah Al-Ta'leem Al-Ibtidaei), Cairo, Sub-Committee on General Education and Training, 1979, 128 pages.

As stated in its introduction, this booklet reviews the accomplishments and surveys made by the National Council of Education in dealing with the questions, problems and other facets of primary education. The booklet also contains the Council's recommendations on these matters.

In an introduction to the booklet, the history of primary education in Egypt since the 1923 Constitution was issued and till this day is related. Data contained in this introduction deal with the duality of primary schools, the diversification of curricula, text books and systems of examinations, the future of students and their relation to other stages of education.

The booklet is subsequently divided into two parts.

The first part deals with the educational ladder, the duration of primary education, the rate of absorption between 1968/69 and 1978/79 and the reasons for the slow progress in such rate. An indication is also given to the manner in which the rate could be stepped up.

In this part other topics dealt with include the problem of dropouts in the compulsory stage, its features, proportions and volume. The booklet, further, reviewed some variables having a bearing on the problem of dropouts and also reviewed the findings obtained from field surveys. Causes of dropouts and encouraging factors were also given in addition to the efforts exerted by the Ministry of Education to check this phenomenon.

The second part deals with the modernization of primary education as to aims, curricula, teaching methods, social and health care, religious education, students behaviour, school administration and technical supervision. Modernization of primary schools calls for experimentation and research on all aspects of school activities.

PRIMARY SCHOOL INSPECTORS

Appointment

124. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 33 Dated May 31, 1979 in Connection with the Specialized Qualifications Required in Primary School Inspectors". Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1979, 3 stencil pages.

Following an initial reference to Part 4 of the Ministerial Resolution No. 160 of 1976 in connection with the procedure for occupying the job of primary school inspectors, the Circular reviewed the reasons justifying its issuance and indicated its practical value to Educational Directorates.

The Circular then specified the qualifications required in primary school inspectors of Arabic, mathematics, sciences, civics, art education, home economics, physical education, musical education and, lastly, agricultural education, then ended with a concluding paragraph on the importance of complying with its contents in nominating candidates for inspection in the primary stage of education.

125. Kazem, Medhat, "Primary School Library", (Maktabat Al-Madrasah Al-Ibtidaiyyah), Cairo, The Association of School Libraries, 1979, 102 pages.

This book consists of eleven chapters.

The first chapter deals with the library of the first stage of education, its philosophy, fields and services.

Chapter 2 defines the aim of this survey and describes the methods utilized in developing the subject of school libraries.

The third chapter reviews some experiments undertaken by school libraries with the aim of enriching curricula and enumerates the services the library could extend to gifted children or those suffering from bodily handicaps or mentally retarded.

Chapter 4 explains the library's role in orienting readership and elaborates the programmes suitable for such purpose.

The fifth chapter indicates the library's duty in directing pupils towards acquiring knowledge.

Chapter 6 emphasizes the need for close cooperation between the teacher and the librarian and points to the major areas of cooperation in this respect.

In the seventh chapter, the writer explained the methods whereby school libraries may attain their aims, including the organization of exhibitions and the publication of booklets and pamphlets.

The eighth chapter reviewed some experiments aimed of promoting use of libraries in the first level of primary schools.

Chapter 9 indicates the role of the school administration and the headmaster's responsibility in developing school library programmes.

The tenth chapter deals with the library's social activities and indicates the benefits resulting from the relations established between the librarian and parents. The author showed how parents could assist in promoting the library's mission.

The eleventh and last chapter deals with the primary school library as a tangible fact without which the school is rendered unable to perform its educational task.

PRIVATE TUTORING

126. Mustafa, Hassan, "Private Tutoring in Public Education", (Al-Durus Al-Khususiyyah fil-Ta'leem Al-'Aamm), "Periodical of the Specialized National Councils", 4th Year, Issue No. 2, (April-June 1979), pp 21-25.

Following an introduction on the phenomenon of private tutoring which is completely contradictory to the official policy of education in Egypt, the writer reviewed reports prepared on this phenomenon by the Agency of Mobilization and Statistics and the Board of Administrative Control.

He then indicated the effect such phenomenon is having on low-income categories and on the behaviour of both teachers and pupils.

In the opinion of the writer, the problem of private tutoring could be wiped out if the following suggested recommendations are adopted: extending school day and school year, evaluation of teachers' and headmasters' performance on the basis of examination results, checking pupils' regular attendance, insuring full professional qualification of teachers through the introduction of in-service training programmes and providing intensive courses to groups of pupils with weak academic record.

PUPILS

Admission - Language School Nurseries

127. Nasr, Ahmed, "Language School Nurseries and how to Handle the Long Waiting Lists", (Hadanat Al-Lughaat Wa-Kayfa Tuwajih Qawaiym Al-Intizaar Al-Taweelah), "Al-Ahram" newspaper, 105th Year, Issue No. 33750, (May 7, 1979), p. 6.

This article is concerned with nursery schools in general and the ones annexed to private foreign language schools which have long waiting lists.

Following an introduction on the high demand on such nurseries and the strict conditions of admission placed by these schools, the writer said that many obstacles, including that of age limitations, are placed by the principals and headmasters of these schools under the pressure of high demand.

After interviewing parents as well as nursery principals, the writer said that the solution for all problems lies in two things: expansion of nurseries and removal of the age limitation.

Before concluding his article, he described the procedure for distributing children on the available room in nurseries and mentioned some special cases which bar entrance in nurseries. Solutions for the foregoing problems were proposed by the writer.

SCHOLARS

Conferences

128. El-Sebaei, Labib, "Egypt's Internal and External Issues Discussed by Egyptian Scholars Abroad; A University Issue", (Qadaya Misr Al-Dakhiliyyah Wal-Kharijiyyah Yunaqishuha Al-Mab'uthun Al-Misriyun fil-Kharij; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 570, (May 15, 1979), pp 30-31.

This article deals with the 24th Conference held in London by the Association of Egyptian Students in the United Kingdom. It reviewed the issues discussed in the Conference and the preceding preparations taken as well as the discussions held in the Conference's committees, such information obtained from a report by the Director of the Office of Educational Missions in London.

The writer then dealt with the relations between the Egyptian Association of Students in the U.K. and the Arab Union of Students, saying that the resolutions adopted by the Conference asserted the Egyptian Association's independence from any custody exercised by any union of Arab students abroad.

The Director of the Egyptian Office of Educational Missions in London was quoted as complimenting the Student's Conference which consolidated Egypt's internal and external issues.

In conclusion, the writer said that Egyptian students abroad are playing an effective role in serving the Egyptian society and abiding by its values and principles.

SCHOOL ADMINISTRATION AND FINANCES

Guides

129. A.R.E., Ministry of Education, Directorate-General for Financial and Administrative Guidance, "School Guide for Financial and Administrative Affairs", (Daleel Al-Madrasah fil-Shuoun Al-Maliyyah Wal-Idariyyah), Cairo, 1979, 278 p.

This Guide consists of six parts comprising thirty-nine chapters.

Part 1, containing the first three chapters, deals with the duties and functions of the School Administration. In Chapter 1, simplified definitions of the financial and administrative terms were given. The second chapter defined the functions of the school's headmaster or principal, secretary, school discipline enforcing officer and superintendent of supplies. Chapter 3 reviews the activities to be followed up by the headmaster or principal on a periodical or semester basis.

The second part consists of thirteen chapters dealing with the financial and administrative affairs of the school. The first of these chapters deals with school safes and the manner in which they are kept in good custody. Chapters 2 and 3 deal with the running and temporary petit cash loan. Important books to be kept by schools are listed in the fourth chapter, while the fifth chapter deals with collection and proceeds. Expenditure items are defined in the sixth chapter. Chapter 7 is concerned with the regulations concerning travel and transportation allowances. In the eighth chapter, a distinction is drawn between open tenders and directly-negotiated transactions. Chapter 9 deals with the projected permanent capital. Employee affairs, including salaries, remunerations, vacations and transfers are all covered in Chapters 10 through 12. In the thirteenth chapter, an explanation is given about incoming and outgoing books and the period in respect of which they are required to be kept.

Part 3, consisting of eight chapters, is concerned with certain matters such as the arrangement of classes, sale in instalments in industrial schools, intensive courses for groups of students, picnics, cooperative restaurants in primary schools, cooperative societies in schools, stamped school forms and certificates, nutritions plans for pupils and school libraries.

Part four consists of two chapters and is concerned with the functions of school secretary.

The fifth part, which comprises two chapters, deals with the functions of the discipline enforcing officer as regards newcomers, attendance, transfer of pupils, hostels and control of school activities.

The sixth and last part contains ten chapters dealing with the functions of the superintendent of supplies as regards warehouses, inventory goods, text books, classification of items, raw material and products of school societies, school buildings, receipt and delivery and renewal of inventory books.

A list of bibliographical material is appended to this Guide.

SCHOOL CURRICULA

Evaluation

130. Mohamed, Samir 'Abdul 'Aal, "The Role of Evaluation in the Development of School Curricula", (Dawr Al-Taqweem fi Tatweer Al-Muqarrarеat Al-Dirasiyyah), Cairo, Faculty of Education, 'Ain Shams University, 1979, 9 pages.

After stating that evaluation is necessary for the development of any school curricula, the writer said that evaluation has three facets: to determine the real worth and effectiveness of the curriculum and the extent to which such curriculum realizes its ultimate aims, to direct teachers to so adjust the educational process as to correspond to the curriculum and to pass a fair judgement on the extent to which the process of curriculum development itself has been successful and also to determine the suitability of the teaching methods and systems and their consistency with theoretical plans and practical application.

The writer then reviewed the elements to be taken into consideration in any evaluation of developed school curricula in the light of inputs and outputs. Inputs include the general standard of pupils and teaching strategies. Outputs include the effectiveness and efficiency of the development process and the available possibilities such as educational aids, teachers' competence and material and administrative facilities available, apart from the outcome of the teaching process and the educational activities and experiences.

In conclusion, the writer explained the process of evaluating the various aspects of a school curriculum which include accomplishment tests, case studies and questionnaires.

SCHOOL LIBRARIES

131. 'Abdul Baki, Zeidan, "School Libraries", (Maktabaat Al-Madares), "Al-Akhbar" newspaper, 27th Year, Issue No. 8365, (April 16, 1979), p. 7.

In this article, the writer emphasized the need for establishing a library in each school and describes its functions as well as the function of the librarian in developing the habit of reading among children.

The writer pointed to the type of books catering for each stage and level of education, adding some observations on the inadequacies encountered in libraries visited by him. He also pointed to the manner in which these inadequacies may be met.

Dealing with the role of information media in developing the habit of reading among youngsters, the writer said that while serious reading is most desirable, the media are inclined to emphasize artificiality and superficiality, thus harming the new generation. He called for a revision of the programmes offered by the media to insure its adequacy in this respect.

132. Kazem, Medhat, "You and the Library", (Anta Wal-Maktabah), Cairo, The Association of School Libraries, 1979, 125 pages.

Following an introduction on the history of books and libraries in general and the history of libraries in Egypt in particular, the writer elaborated on the role of the Libraries of Alexandria, Al-Azhar and the Egyptian National Library.

As to school libraries, he indicated their place among other types of libraries, stressed their importance and pointed to its role in serious and recreational readings and in serving the environment and the local community.

The writer then dealt with the subsidiary libraries branching from the main school library, such as the respective libraries of the class, school subjects and extra curricular activities. He indicated that school libraries are the center of school groups formed by them, particularly groups of publicity and propaganda, press and publications, friends of the library, library club, researching on the local community, foreign relations and correspondence ... etc.

After dealing with public libraries and the procedure followed for selecting good books, the writer reviewed the systems of classification, cataloging and indexing and borrowal of books from school libraries.

He also explained other library activities, such as compiling files of data, utilization of newspapers and magazines and making good use of audio-visual aids.

The book ended with a bibliographical list of the Arabic references consulted by the author.

Selected Books - Primary Schools

133. Dabash, Mohamed 'Abdul Wahed, "Classified Card Catalog of Books Selected for Primary School Libraries from 1973/74 to 1977/78", (Al-Fihris Al-Musannaf Lil-Kutub Al-Mukhtarah Li-Maktabaat Al-Madares Al-Ibtidaiyyah min 1973/1974 ila 1977/78), by Mohamed 'Abdul Wahed Dabash and Sayyedah Abdul Rahman Mohamed, Cairo, Association of School Libraries, 1979, 72 pages.

This document consists of complete bibliographical listing of the books selected for acquisition by primary school libraries during the period 1973/74 through 1977/78.

Following an introduction on the need to be selective in acquiring books for primary school libraries, the compilers classified the selected books according to the Dewey Decimal system, beginning with general works, religions, sociology, philology, natural sciences, useful arts, fine arts, literature and ending with geography and history.

Each group of these books was sub-classified according to the specific subjects covered, giving the respective card catalog number of each book as well as the names of authors.

The document ended with an alphabetical list of all books covered and another list, also arranged alphabetically, of all authors.

See also: 125.

SECONDARY EDUCATION

Development

134. 'Ali, Sa'id Ismail, "Secondary Education: Status and Future", (Al-Ta'leem Al-Thanawi; Al-Waqi' Wal-Mustaqbal), Cairo, Dar Al-Thaqafah Wal-Nashr, (1979), 165 pages.

This book was prepared in collaboration with World Bank for the benefit and guidance of an ad-hoc committee entrusted with the preparation of a comprehensive survey on teachers of the second educational stage (i.e. preparatory and secondary) in Egypt.

The first of the book's parts deals with the communal dimensions of secondary education. Here, a study of the community was recommended, both for the benefit of education in general and for the teacher in particular. Focus was placed on communal characteristics, requirements, problems, challenges, security and hopes, all of which were studied with reference to education.

Part 2 deals with the beginnings and development of the secondary stage of education and indicates its place on the educational map. It explains the present status of the second stage of education and reviews its problems, mainly the inadequacy of goals and of the means to attain them. It, further, indicates the place of the second stage of education in the educational pyramid and points to its inability to keep abreast with social change. It mentioned the fact that this stage has a dual nature, as it comprises academic and technical branches. It pointed to the disequilibrium between the second stage of education and the needs of national economy.

In conclusion, the book dealt with the steps involved in reforming and developing this stage, including the introduction of a new formula and the assumption of a leading role in developing the local community and in overcoming the problems of technical education.

SOCIAL PSYCHOLOGY

135. Sobhi, Sayyed, "Man and His Social Behaviour", (Al-Insaan Wa-Sulukuhu Al-Ijtima'i), Second Edition, Cairo, Dar Murjaan Lil-Tiba'ah, 1979, 239 pages.

Following an introduction on the book's significance and value to the individual and the society, the writer arranged his text in five chapters.

Chapter 1 defines social psychology, relates the developments underwent by it and underlines the importance of studying it.

In Chapter 2, he reviewed some main approaches to the study of social psychology, emphasized the role of experimentation in such a study and mentioned a number of tools used in compiling the necessary data on human behaviour.

The third chapter is concerned with social upbringing and adjustment. It traces the influence of heredity and environment in human behaviour and relates the bases for the social adjustment process from childhood to old age.

Chapter 4 deals with social trends. Following a definition of these trends, the author described their nature and the manner in which they could be measured.

The fifth chapter deals with some acts of behaviour and the role of leadership in the society. The author described the types of leaderships and the process of decision-making. Here, he discussed the relation between human behaviour and the administrative process, touching upon public opinion and its components, measurement methods and determining factors, including the factor of propaganda.

The book ended with a bibliographical list of books in Arabic and foreign languages having bearing on its subject.

STUDENTS

Sports Championships - Treatment

136. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 90 Dated May 29, 1979 in Connection the Treatment Given to Pupils Obtaining Sports Championships", Cairo, Cabinet of the Minister, Ministry of Education, 1979, 2 pages plus tables.

This Resolution consists of six articles.

Article 1 lists the championships obtained in sports which qualify their holders to receive a treatment similar to their colleagues who have succeeded in one high-level subject.

The second article explained the manner in which the gross total of the grades obtained by champions are calculated.

Article 3 lists the sports championships which are covered by this Resolution.

The fourth article indicated the conditions for judging championships.

Article 5 specifies the Undersecretary of the Ministry of Education who is assigned to prepare the necessary lists of athletically distinguished pupils. It also indicates the manner in which these lists are to be prepared and the particulars to be contained in them.

The sixth and last article defines the scholastic year beginning with which this Resolution comes into effect.

Two tables are appended to the Resolution, one listing the championships and one specifying the levels and grades of athletic distinction.

TEACHER TRAINING

Curricula of Practical Education

137. Farag, 'Aleyyah 'Ali 'Ali, "Practical Education and Academic Accomplishment of Students in Faculties of Education", (Al-Tarbiyah Al-'Amaliyyah Wal-Tahseel Al-Akadimi Li-Tullab Kulliyyaat Al-Tarbiyah), "Sahifat Al-Tarbiyah", (Magazine of Education), 31st Year, Issue No. 3, (May 1979).

At the beginning of her article, the writer explained the role of practical education in teacher training curricula and in evaluating teacher efficiency.

She then reviewed the basic elements involved in practical education, whether as to academic fields of specialization or as to professional and vocational qualification, mentioning the pertinent facts and information connected with the teaching profession.

After explaining the theoretical and practical skills which enable the teacher, upon obtaining practical training, to help students in progressing and growing, the writer mentioned certain difficulties and mistakes occasioned by a new teacher at the beginning of his practical life. She pointed to the value of practical education courses in helping new teachers overcome such difficulties.

TECHNICAL EDUCATION

Curricula - Development

138. Qallini, Rushdi Labib, "The General Framework for Developing Curricula of Technical Education", (Al-Itaar Al-'Aamm Li-Tatweer Manahij Al-Ta'leem Al-Fanni), Cairo, National Council for Educational Research, 1979, 40 stencil pages.

At the outset of this paper, a review is made of the general aims of technical secondary education and the specific aims of each type of such education separately, i.e. commercial, agricultural and industrial. A review is also made of the aims of each branch and section in each of the foregoing types, indicated separately.

The writer then dealt with the proposed curricula for each of the technical schools enumerated below:

Commercial schools (3-year system), agricultural secondary schools (including the agricultural and laboratory technicians branches as well as the compulsory subjects of general nature and the optional studies in the different branches) and industrial schools (3-year system in the different branches).

Some suggestions were reviewed by the author, indicating the considerations to be taken into account in formulating the curricula of the subjects of general nature in technical education. He also reviewed proposed curricula for the subjects of religion, Arabic and foreign languages, civics, mathematics in general and sciences, with due regard given to the considerations and trends mentioned by him.

THEATRICAL EDUCATION

139. Fathallah, Sanaa, "The School Theatre", (Al-Masrah Al-Madrasi), "Al-Akhbar" newspaper, 28th Year, Issue No. 8433, (June 25, 1979), p. 12.

After re-iterating her interest in writing on child dramatics and school and university theatres, the writer reported a training session which the Ministry of Education's Administration of Theatrical Education is organizing in July for the benefit of inspectors of theatrical education.

She expressed hope that the session would pay attention to earlier experience in school dramatics, citing by way of example, some such experience for the possible consideration of the training session.

After stressing the need for studying the present status of school theatres and evaluating the current experience in dramatics, the writer also expressed hope that the training session would benefit from the positive aspects revealed by theatrical experience in planning for the future.

Concluding her article, she indicated the extent of interest shown by the Ministry of Education in school dramatics in our present day and pointed to the anticipated role of school theatres in the era of peace.

Roving Theatres

140. Fathallah, Sanaa, "Roving Child Theatres", (Masareh Al-Tifl Al-Jawwalah), "Al-Akhbar" newspaper, 27th Year, Issue No. 8361, (April 2, 1979), p. 14.

At the beginning of her article, the writer described the experiment of mobile child theatres in Cleveland Metropolitan in the U.S., then explained how this experiment may be made good use of in developing school theatres in Egypt.

In this connection, she suggested that the various Educational Directorates attract talented writers to write dramatics for children's theatres and explained the approach to be used in this respect.

After describing the instructor's role in developing the educational theatre, the writer suggested some educational subjects for presentation on the stage.

She also proposed a reshuffle among teachers of dramatics in the same educational zone and indicated how this would develop school theatres through injecting new blood in them.

In the course of her article, the writer explained the concept of school or educational theatres and indicated the importance of teaching dramatics in schools. She stressed the value of dramatics as a source of knowledge and, eventually, as a source of experience in life.

The writer, further, explained how to raise the interest of talented writers in writing for the theatre and suggested some topics for presentation on children's theatres which would appeal to their intellect rather than to their emotions.

The writer added that plays performed on the stage should pose questions and advance answers in order to open new horizons before children.

Concluding her article, she described the theatrical performances offered on mobile school theatres during school year and holidays in order to arouse the interest of children.

YOUTH

Duties

141. Hammoudah, Mohamed, "Ideas on Public Service, Literacy Campaigns and Tourism", (Khawatir fil-Khidmah Al-'Aammah Wa-Mahwu Al-Ummiyyah Wal-Siyahah), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9234, (April 11, 1979), p. 5.

Commenting on the public service required from each university graduate before he could join any governmental job, the writer said that educated young men should take active part in the projects carried out by the State and in the literacy campaigns launched by the Government.

Likewise, pensioned off employees should assist in fighting illiteracy in their respective villages, the writer added.

Dealing with tourism in Egypt, the writer said that Egyptians should be encouraged to visit the historical sites in their own country, adding that the Ministry of Tourism has a major responsibility in this respect.

Organizations

142. El-Sherif, Sa'aduddin, "Youth Is an Asset", (Al-Shabab Amanah), "Al-Gumhouriyah" newspaper, 26th Year, Issue No. 9287, (June 2, 1979), p. 5.

Dealing with youth, the writer pointed to their leading role in the future and emphasized the need for offering meaningful education to youngsters with due regard to the country's needs.

For the upbringing of future leaders, programmes should be laid to make good use of their leisure time, develop their reading habits and promote their athletics and sports talents.

The writer further emphasized the role of the family and the school in building up future men.

In conclusion, he pointed to the evils of the present system of examinations and proposed an improved system for the academic benefit of students.

LIST OF AUTHORS

Abaza, F. 75
'Abdul Baki, Z. 131
'Abdul Fattah, 'A.R. 79
'Abdul Hakim, M.S. 30
'Abdul Maqsud, M.E.S. 34
'Abdul Muttalib, A.M.M. 97
'Abdullah, Z. 37
Abul-Khair, G.'A.R. 9
Abul-Naga, E.S. 63
Abul-Sou'ud, K.H. 5
Ahmed, F.G. 88
Ahmed, N.S. 27, 28, 29, 41
Al-Shaikh, E.S.A. 31
'Ali, S.I. 134
Amin, M. 72
'Ammar, E.S. 94
'Aref, M. 80, 82
'Attalah, A.I. 44
'Awad, T. 66

Barakat, A. 26
Bikar, H. 20

Dabash, M.A.W. 133
Darwish, M. 73
Dawoud, 'A.H. 3, 6, 106, 108
Dunia, H. 69

'Ebeid, A.H. 118
'Ebeid, W. 111
El-Baz, Ni'aam 15
El-Diwani, K.M. 76
El-Fiqi, M. 39
El-Gamal, Y. 84
El-Gawli, F.F. 16
El-Nashshar, M.H. 90
El-Sa'dani, M. 85
El-Sadat, J.A. 103
El-Sadr, S. 78
El-Sebaei, I. 56
El-Sebaei, L. 74, 89, 91, 92, 93, 128
El-Shaal, M.E.N. 46
El-Sharif, S. 142
El-Surdi, 'A.S. 95
'Eweiss, M. 19, 60, 121

Fahmi, S.A. 14
Farag, 'A.'A.'A. 137
Fathallah, S. 139, 140
Fayed, 'A.L. 10

Gahallah, F. 81
Ghoneim, M.M. 64

Hammoudah, M. 141
Harbi, M.K. 51
Hussein, M. 45

Ibrahim, N.M. 98
Iscaros, P. 50
'Issa, 'A.A. 83

Jaheen, M. 96

Kazem, M. 110, 125, 132
Khairallah, I.'A.F. 109
Khater, M.R. 99

Mohamed, 'A.R. 68
Mohamed, A.F. 122
Mohamed, S.'A.'A. 130
Montasser, I. 21
Moussa, G. 87
Mubarak, H. 7
Mustafa, H. 126
Mustafa, M.H. 77

Naguib, A. 22, 23, 24, 25
Nasr, A. 127
Nofal, M.N. 42

'Othman, M.'A.M. 102
'Othman, S.A. 40, 107

Qallini, R.L. 138
Qiladah, F.S. 4, 55
Qotb, Y.S. 36

Radwan, M.M. 11
Ramadan, 'A.'A. 100
Riad, I. 115

Shahin, M. 43
Shenouda, E.F. 54
Selimah, M.M. 58
Sadek, 'A.'A. 33
Sadek, A.A.M. 1, 113
Sadek, M.E.H. 47
Sobhi, S. 105, 135
Soliman, 'A.A. 18, 35
Soliman, 'A.'A.'A. 49
Soliman, M.M. 2
Sudan, S.'A.L. 120

Taha, M. 59
Tajuddin, M.'A. 86
Tewfik, 'A. 53, 57, 116

LIST OF SOURCES

Al-Maktaba Al-Qawmiya National Library, Bab El-Khalk, Cairo	3, 6, 9, 17, 26, 28, 29, 40, 41, 49, 60, 74, 103-107, 112, 118, 125, 132, 135
Al-Monazzamah Al-'Arabiah Lil-Tarbiah Wal-Thaqafa Wal-'Ulum Arab League Educational, Scientific and Cultural Organization Cairo	5, 7, 62
Maktabat Garidat Al-Ahram Galaa Street, Cairo Al-Ahram Newspaper Library	10, 19, 37, 39, 44, 58, 59, 63, 64, 68, 72, 73, 75-77, 80-82, 84, 93-96, 98, 109, 127, 128, 139, 140
Maktabat Kolliat Al-I'laam Gami'at Al-Qahirah Faculty of Information Library, Cairo University, Cairo	48
Maktabat Wizarat Al-Tarbiah Wal-Ta'leem Library of the Ministry of Education, Cairo	4, 14, 22, 42, 47, 55, 115, 134
Markaz Al-Tawtheeq Al-Tarbawi 33 El-Falaki Street, Cairo Agency of Educational Documentation and Information	1, 2, 5, 7, 8, 11-13, 15, 16, 18, 20, 21, 23-25, 30-36, 38, 43, 45-48 50-54, 56, 57, 61, 62, 65-67, 69-71, 74, 78, 79, 83, 85-92, 97, 99-102, 110, 111, 113, 114, 116, 117, 119, 120, 121-124, 126, 129-131, 133, 136-138, 140-142